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ABSTRACT

Included in this presentation is a description of a student handbook containing rules and regulations of the campus, and information about transportation, housing, health services, extra curricular activities, and other data. A telephone network is described which operates around the clock to give students access to a wide variety of topics including curriculum requirements and legal services. Other services offered include: staff directory, a learning skills program, specialized handbooks for lower classmen and for upperclassmen, a dial service to someone from the Dean's office, and a campus assistance center. These campus services attempt to respond to the needs of all students. (Author/GJ)

DECENTRALIZATION AND STUDENT DEVELOPMENT: WHAT IS A "DECENTER" AND HOW DOES IT WORK?

Prepared for Commission XIV [Academic Affairs Administrators] of the American College Personnel Association Annual Convention, March, 1975.

Lewis A. Bosworth
The University of Wisconsin--Madison

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Decentralization and Student Development: What Is a "Decenter" and How Does It Work?

Prepared for Commission XIV [Academic Affairs Administrators] of the American College Personnel Association Annual Convention, March, 1975

Lewis A. Bosworth
The University of Wisconsin-Madison

In the milieu of a university of some 36,000 students, there appears to be a cry for personalization, attention, intervention, and information. Unlike the small, liberal arts college where it is sometimes said that students receive maximum attention from a dedicated faculty and staff who come close to outnumbering the students, the large university is beset with the problem of efficiency in the delivery of services to students. Computers and data processing systems are often seen by students as the surrogate faculty, since it is through the mechanization of the enterprise that efficiency is attained. Human resources may be overlooked by students if it is not obvious that somewhere in the reaches of acres of campus there are people--faculty and staff--who are available. We often say that students must seek out assistance because of the bigness of the institution. In a narrow context, this is perhaps not such a terrible cop-out, for as we hasten to add; adults in our society must learn how to find what they need. And, the years of undergraduate education are said to be a time when students learn more from the experience of life than from textbooks and lectures. This is also probably more true than not.

However, we do say that the university is a place where teachers and scholars are available to help students to develop faster and generally be more successful in the process. It is not always clear that we are thinking of the learning process in the broad sense; and many of us see the undergraduate years as a means to an end rather

than an end in themselves. Despite the reasons for providing an education which may lead only to personal growth or development, or which may also lead to a particular career with very specific curricula as the training, students should--we surely agree--be able to find their way through the four-year maze, and it should be incumbent on us, as professionals, to provide a map. We tend to think of that map as two-dimensional; that is a set of very specific, written semesterly sets of instructions, easy to follow (although often written by computerized minds) which, if read and followed, will find the student exactly where he belongs: happy, and ready to continue or conclude his program without a hitch. How many timetables and registration "maps" have we provided for how many hundreds of thousands of students over the past decade? And how are these maps provided? Is there an index, a cross-referenced guide to the reading of maps? By analogy to the tourism trade, have we provided that little house on the side of the road where a pertly-uniformed, well-informed specialist on the area tells our weary clients whether their academic hotels are full, or whether a particularly popular site is blocked to traffic because of unexpected trade for such an early part of the season? Do our students, on their academic trips, get re-routed as the vacationer's plans are changed without warning?

Don't Blame the Clerk

"We're a nation of nice guys. If the quality of service is poor, we accept it." [Mescon, 1975] Such a comment is the plight of many a student. In 1894, the Regents of the University of Wisconsin made the following statement: "Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and

fearless sifting and winnowing by which alone the truth can be found.". [Report of the Board of Regents, 1894] The University still believes in this important premise. However, it is not always clear that students can sift and winnow without asserting their rights to the kind of quality of service which allows them to know how to start. The University of Wisconsin has taken steps in recent years to apply one formula of the business world to provide services for students. In the bigness of our community, we have tried to pilot resources for students with the caution, "Don't Blame the Clerk!" "A basic fact of organizational behavior is that good customer [student] relations begin with good employee [staff] relations. It is an inside out, top to bottom situation that originates with the big boss and reflects itself down the organization and directly affects the organization's various publics..." [Mescon, 1975] In the university, many people have asked, "...of what value is a great advertising campaign when nobody is trained to deliver the service you've been led to expect?" [Mescon, 1975]

What is the value of an education if it does not include human resources as well as other kinds of services which streamline the undergraduate years by virtue of total efficiency?

> Too many organizations tend to emphasize nonpeople related factors People like doing business with other people. Advertising, physical facilities and convenience might provide the initial attraction, but it won't keep the customer coming back. Treating each staff member as a separate and distinct entity whose contributions or lack of contributions won't get lost in the corporate shuffle could not only increase productivity, but might replace customer contempt with customer commitment. It's worth a try, and in the process of trying might contribute to a nicer existence for all. The logical starting point is at the top. That's where the buck stops and where the action should begin. Don't blame the clerk!
>
> [Mescon, 1975]

Even so, much of what we have accomplished at the University of Wisconsin--Madison has been done the other way around. In fact, in the following pages, it can be shown that many services provided for students have not been the result of starting at the top. One would naturally assume--to the discredit of many students and junior staff members--that students are not at the top, nor is the corps of staff members who have synthesized the whirlwind of activity on our campus into a network of student resources which carry the message included in the student handbook, The Wheat and the Chaff: a guide to sifting and winnowing through the campus:

> The debut of The Wheat and the Chaff, the University of Wisconsin--Madison student handbook for 1974-75, in the 125th anniversary year of the founding of the University, marks not so much a blazing of new trails as a rekindling of the embers of UW handbooks of the past. Since before the turn of the century, the University has had some form of hadbook to help students maneuver through the complexities of college life.
>
> The Wheat and the Chaff attempts to incorporate into one source not only information about major campus resources but also material about community services which we feel might be of interest to students.
>
> We have arranged our material by subject areas. At the beginning of each chapter is a general, all-purpose list of offices which we feel are the major resources for information for that subject.
>
> To track down a specific fact, check the index.
>
> The University of Wisconsin--Madison and city of Madison are full of opportunities for those who know about them. We hope The Wheat and the Chaff will give you some idea of the many resources available to you.
>
> [Campus Assistance Center, 1974]

Advisors and Counselors: Generalists and Specialists

At the outset it would appear that the University of Wisconsin--

Madison (UW--MSN) has approached the problem of academic resources for student development in a fairly standard way: The preparation of a handbook such as The Wheat and the Chaff, for example, is not entirely unknown on other campuses. However, it is the guts of the book that make it special. Its message is simple, but the delivery of "all of that" is what we are about. To start, UW--MSN had to ask itself some very basic questions. Not unlike the business analog, someone at the "top" did, in fact, have to ask what we have here and how it works. And, more importantly, what can we do for students that we're not doing? The answer comes up rather complimentary. On this large campus with its nine undergraduate schools and colleges (Letters & Science, Agricultural & Life Sciences, Engineering, Business, Allied Health Professions, Education, Family Resources & Consumer Sciences, Nursing and Pharmacy), centralization of human resources for student development is nearly impossible to achieve, even if we wanted to. Digging into the insides of the University proved to be an arduous, but rewarding endeavor. We found advisors and counselors, generalists and specialists, and a support staff which exceeds the imagination, even on a large campus. We found a faculty which is surprisingly active and visible, and we found resources for students which, although decentralized and necessarily parochial in some cases, fit together to make possible the total process of student development.

The key to making decentralized resources work for student development seems to be in the kinds of persons involved in the process--their own particular Wisconsin character--and in the specific resources for which they are responsible. Each person active in the daily lives of students has his or her own responsibility,

yet can call upon the resources of others for a more complete response to student needs. Advisors are distinct from counselors; generalists from specialists; and support personnel are not always in the background, but often in the forefront of student life.

In the paragraphs which follow, we share with you some of the resources for student development which are interwoven in the UW--MSN total commitment to the academic needs of students.

The Living Catalogue

All universities have a fairly common set of catalogues or bulletins which describe the courses offered and the requirements for a particular major, program, or degree. UW--MSN is no exception. However, the system of getting information to students who intend to enroll or who are enrolled on our campus might be justifiably named "The Living Catalogue". We start with a summer orientation and advising program where students "read" the bulletins of the schools and colleges along with an advising staff member. Approximately eighty percent(80%) of entering freshmen and transfer students "read" the bulletins through the eyes and ears of a highly diverse and competent group of academic advisors, including undergraduate students. Individual attention is given to each of over four thousand students during the course of the summer orientation and advising program. Orientation to a new campus is, of course, not an innovation about which we can make grand claims. The advising program for new students, we feel, is a uniquely complete one. Students come into contact with deans, faculty members, and students. Interaction is personal, anxieties lessened, and information is as complete as it can be for starters. Amazingly, students seem to remember their "summer advisors", and often call

on them personally when they return to campus for the start of the new year. Every student leaves the advising experience with a set of courses to think about prior to registration. We do not advance register because of planned flexibility for change and the decision-making process which begins, generally, at this point in the student's career at UW--MSN.

The crunch comes, inevitably, when students arrive on campus for the beginning of the fall semester. Then, as for students who were not able to participate in the summer advising program, almost all students need assistance. "The Living Catalogue"--a very complex beast at this point--goes into action.

DIAL: Learning to Listen

One of the ways which students have to get closer to their immediate goal of selecting courses and preparing themselves for personal advice is to find out how to integrate what they have firmly in mind with the reality of "not being <u>really</u> sure". The UW-MSN Digital Information Access Line (DIAL) is a telephone network which brings some of the hundreds of lines of instructions into focus.

DIAL ACCESS

> Borrowing a page from the telephone company, the University of Wisconsin Madison is encouraging students to "let their fingers do the walking." A new campus communication system known as the Digital Information Access Line (DIAL) is disseminating taped information via telephone, to students, staff, and faculty in the University Community. This new system is based on a simple concept of educational technology known as dial access. Dial access allows remote access at will to audio or visual material stored in a central location. DIAL audio tapes are two-and-a-half to four-and-a-half minutes in length and are recorded on cassettes. Topics range from curriculum requirements, registration and record-keeping procedures to health and legal

advice. Any of 200 subjects can be heard seven days a week, 24 hours a day from any telephone in the Madison community.

The key to DIAL is the telephone. Telephones are plentiful, accessible, and relatively inexpensive. They guarantee the caller anonymity and tend to minimize the anxiety and foreboding often prompted by institutional settings. There are a variety of telephone service models already operating in campus communities around the country. On the Madison campus of the University of Wisconsin, DIAL's semiautomated system augments the Campus Assistance Center (Nolting and Saffian 1972), a more personal information and referral center.

In the developmental stages, DIAL relied heavily on the experience of medical models (Niles, 1969), but set as its own particular goal easing the information crisis for the undergraduate and graduate student. DIAL access is not new to the college campus. Many colleges and universities use dial access or similar remote switching devices as an adjunct to instruction. In the typical instructional model a student may go to special study carrels or in some instances his residence hall phone and call up repeats of class lectures, study notes, language aids, etc. DIAL is the first relatively automatic system in the country to offer procedural and general information material, and incidentally health information, unrelated to a specific course or curriculum, via dial access to a student community.

The DIAL project was initiated by the College of Letters and Science and the Division of Student Affairs at the University of Wisconsin-Madison. The tape library is being developed by the Campus Assistance Center, the University's on-campus information and referral service. Tapes on health subjects are contributed by the Department of Postgraduate Medical Education.

THE TAPE LIBRARY

The keys to good DIAL tapes are concise, complete, and well-written scripts. For the most part the presentations consist of straight information--free of any subjective advice-giving. Each presentation concludes with a referral to an advisor or a helping agency. Many of the topics originated with the Campus Assistance Center where they first appeared as the subjects of most frequently asked questions.

Proposed topics are referred to student service offices, deans' offices, etc., to see if they are interested in sponsoring a tape. The usual procedure is for an office staff member familiar with the material to draft a rough script. The DIAL coordinator reviews and

edits the rough draft. It is then reviewed by those staff who have responsibility for the subject area. Health scripts are reviewed by a committee of physicians before being released to the dial-access system. When a finished product is agreed upon it is ready for recording. For quality reproduction, the actual recording and technical preparation of cassettes are made by a professional recording service the University's radio station WHA.

THE DIAL SYSTEM

The term, "Dial Access System", has been used indiscriminately over the years to refer to succeeding generations of remotely operated switching systems. In fact, dial access is not hardware at all but simply the remote access concept mentioned earlier. In the world of educational technology, however, dial access requires the use of a computer as the accessing component plus multi-track playback units.

According to one educational products journal which researches and evaluates hardware, "Most dial access systems seem to exceed $100,000" (EPIE Report #36, June 1971). Needless to say, the prospect of such an extravagance has frightened away many potential users.

The University of Wisconsin--Madison by turning its back, in this instance, on the computer age and making judicial use of existing staff and facilities has developed a system which has been working quite efficiently since April of 1972 at a cost of considerably less than $100,000. The program, as a matter of fact, was started with a library of 32 tapes and has since expanded to almost 200 tapes on an initial capital and operational investment of less than $3,000, exclusive of staff time.

The key to this financial wizardry is that the system is housed in the University's telephone exchange. One of the operator's stations includes the playback equipment. A call to the DIAL number diverts incoming University calls to other operators allowing the DIAL operator to place the requested tape on the playback unit without interruption. The tape cassette is then played directly over the phone lines. The line is disconnected automatically when the tape ends. Requests are made by code number from an inventory that is distributed on campus. Use of the University operators negates the need for highly sophisticated and expensive automated switching equipment. As a consequence only the cost of the time the operator actually spends putting a requested tape on the system is charged back to the program. Currently, three phone lines working in sequence and three playback units are in use.

DIAL

Digital Information Access Line

263-3100

DIAL—an audio tape library on 24-hour call.

To Use DIAL:
1) Select the tape you wish to hear
2) Call DIAL at 263-3100
3) Request the tape you wish to hear by number

ACADEMICS

Agriculture
3580 Curricula Offerings in the College of Agricultural and Life Sciences

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3595 Biology Core Curriculum

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3530 Freshman-Sophomore Program
3531 Junior-Senior Program and Majors
3532 Graduate School of Business

Education
3516 Transferring to the School of Education
3517 Employment Outlook for Teachers
3518 What is the Student Consortium?
3519 Basic Degree Requirements

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3550 Services for Entering Engineers

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3500 Institute for Environmental Studies (IES) and the Undergraduate
3501 IES—Current Undergraduate Courses
3502 IES and the Graduate Student
3503 IES—Current Graduate Courses

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3575 Opportunities in Textiles and Clothing

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3151 Your Adviser
3152 Classification Change and Transferring to L&S
3153 The Foreign Language Requirements
3154 The Mathematics Requirement

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3850 Nursing Curriculum

Programs
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3201 Junior Year Abroad
3465 Officer Education Programs

Summer Sessions and Special Students
3109 Office of Summer Sessions
3110 Special Students Office (Non-degree Candidates)
3121 Cost Free Courses for Wisconsin Residents Over 62
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3800 Assessment of Fees
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3802 Fee Refunds
3803 Remission of Nonresident Fees
3804 Nonresident Tuition Appeals
3805 Minnesota-Wisconsin Fee Compact
3806 Tuition Residents, Nonresidents
3807 Tuition Moving to Wisconsin
3808 Tuition Moving Out of Wisconsin

Registration Process
3810 Six Tips on How to Register
3811 Proxy Registration
3812 Your Photo I.D
3813 What Are Assignment Committee Courses?
3814 Late Registration
3815 Registering in Correspondence and Extension Courses and Courses Taken at Other Campuses
3816 Withdrawal from the University
3817 Repeating Failed Courses to Improve GPA
3818 Credit/No Credit Courses

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3826 What to Do about Transcripts
3827 Senior Summary
3828 The New Age of Majority and Your Records
3829 Record Holds for Financial Indebtedness
3830 Adding and Dropping Courses
3831 Your Diploma When and How You Will Receive It
3832 Required Physical Education-Deferment, Exemption, Etc., and What Happens if You Neglect to Sign Up

CONCLUSION

In the case of the student recipient, he has an added choice as to the source of needed information and referral. In addition to print, which can be excessive, and staff contact, which can be hard to come by especially on short notice, he can choose the immediacy and selectivity that a DIAL call offers. It is doubtful, however, that DIAL will replace either staff or print, nor was it ever intended to. The mission of DIAL is to extend the capacity of the University to communicate needed information to its constituents, while at the same time taking some of the pressure off the printed word and making better use of staff time. The added alternative of DIAL goes a long way towards narrowing the gap between availability and accessibility which is so critical on the large campus.

UNIVERSITY COMMUNITY

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3110 Special Students Office (Non-Degree Candidates)
3111 Continuing Educational Services
3121 Cost-Free Courses for Wisconsin Residents Over 62
3122 Guest Students Under 62 Years of Age

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3475 Introduction to Major Campus Libraries
3476 Circulation Policies-Memorial Library
3478 Hours of Service-Memorial Library Branch Libraries

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3485 Parking on Campus

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3399 Memorial Union
3403 Theater and Music at Wisconsin Union
3405 Athletic Tickets
3406 Intramural Sports and Recreation
3407 Reserving University Rooms and Equipment
3402 Sailing With Hoofers
3701 Skiing with Hoofers
3702 Riding with Hoofers
3703 Outing with Hoofers

Student Organizations
3401 How to Register Student Organizations
3700 Wisconsin Student Association (WSA)
3711 WSA Community Pharmacy

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3101 Career Advising and Placement
3102 Counseling Center
3103 Drug Information Center
3107 University Health Service
3114 Vocational Rehabilitation Student Counseling Office
3115 Wisconsin Union Travel Center
3117 Common Ground Counseling Service
3348 Laboratories for Recorded Instruction Open Hours
3381 Five Year Program—What Is It?
3384 UW-Madison Day Care Facilities
3386 Psychological Services Directory
3470 Office of Undergraduate Orientation

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3633 Consumer Co-ops
3660 Consumer Credit Transactions Under the Wisconsin Consumer Act
3661 Your Rights and Duties in a Credit Transaction Once You Have Signed the Agreement

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3225 Drugs and the Law
3226 Drug Treatment and Referral Agencies
3227 Marijuana—Facts and Fables
3228 A Friend Is on a Bad Trip
3229 What About Barbiturates?
3230 Amphetamines
C1091 What Is a Drug?
C1156 Alcohol Is a Drug
C1187 Taking Tranquilizers
C1211 Sopors or Quaaludes
C1226 LSD: A Short Report

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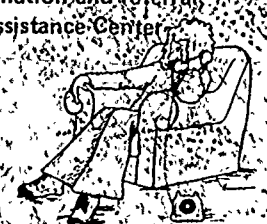
3101 Career Advising and Placement
3251 Your Job Interview
3252 For Employment Opportunities Consider Engineering
3253 Writing Your Resume
3390 Job Clearinghouse for Non-faculty Academic Staff
3391 Letters of Appointment for Non-faculty Academic Staff
3392 Vacations for Non-faculty Academic Staff
3393 Holidays for Non-faculty Academic Staff

For general information and referral, CALL Campus Assistance Center 263-2400



Mon.-Fri.	9 a.m.-9 p.m.
Saturday	Noon-8 p.m.
Sunday	Noon-4 p.m.

University of Wisconsin-Madison

3394 Jury Duty for Non-faculty Academic Staff
3395 Notices of Termination for Non-faculty Academic Staff
3517 Employment Outlook for Teachers

Finances and You
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3267 UW Credit Union Loans
3269 UW Credit Union Certificates of Deposit
3270 Kwik-Cash . . . A Convenient Time-saving Service for UW Credit Union Members
3271 Service Charge-free Checking for UW Credit Union Members
3649 Buying on Credit
3650 Cashing Checks in Madison
3652 Have You Been Refused Credit?
3653 What Is In Your Credit File?
3654 Student Income Taxes
3660 Consumer Credit Transactions Under the Wisconsin Consumer Act
3661 Your Rights and Duties in a Credit Transaction Once You Have Signed the Agreement

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3335 Talking to a Depressed Friend
3336 Counseling a Friend
3337 How to Gain Control of Your Time
3338 Guide to Improving Memory
3340 Program for Learning and Teaching: Reading and Study Help
3341 The Writing Lab Can Help You
3342 Test Anxiety and Mathematics Anxiety Counseling Program
3343 Laboratories for Recorded Instruction Open Hours

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3319 Equal Opportunity in Housing
3320 Finding Student Housing
3321 Leases
3322 How to Pick an Apartment (I)
3323 How to Pick an Apartment (II)

3324 Furnishing Your Apartment Cheaply
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3753 Project Theft Guard
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3332 Selective Service: Procedures and Processing—Registrants Appeal Rights
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C1183 Immunizations for Travel

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3600 Veterans Benefits

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C1120 Breast Self-examination
C1125 Cancer of the Lung
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C1131 Cancer of the Uterus

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C1034 The Pill in Perspective (I)
C1043 The Pill: Questions and Answers (II)
C1044 The Pill: More Questions and Answers (III)
C1067 IUD Facts
C1168 DES—The Morning-after Pill?
C1179 The Diaphragm as a Contraceptive
C1180 The Condom as a Contraceptive
C1181 Abortion
C1193 The Unwanted Pregnancy
C1065 Thinking About Vasectomy?

Food and Health
C1095 Salt: Iodized or Not?
C1150 Food for Health
C1151 Are You a Vegetarian?
C1152 Health Foods and Fad Diets
C1153 Keeping Foods Safe to Eat (I)
C1162 More Tips on Keeping Foods Safe (II)
C1078 The Botulism Story
C1155 Have a Weight Problem?
C1164 Sense and Nonsense About Calories
C1165 The "Magic Formula" for Weight Loss

General Medicine
3290 The Common Cold
3386 Psychological Services Directory
C1079 Thinking of Suicide?
C1252 Do You Have a Friend Who Is Thinking of Suicide?
C1035 Re-using Medicine
C1077 Physical Fitness Through Exercise
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C1146 Lice Aren't Nice
C1147 I Think I Have Athlete's Foot
C1149 The Itch (Scabies)
C1166 Avoiding Auto Accidents
C1182 Constipation
C1203 What Causes Asthma?
C1204 The Treatment of Asthma
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C1207 Hear This Now, Before You Get Something In Your Eye
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C1277 Who Cares If You Brush Your Teeth Anymore?
C1276 Vaginal Infections

V.D.
3291 Venereal Diseases: What They Are and Where to Get Help
C1066 Gonorrhea in Women
C1148 Venereal Warts
C1275 Gonorrhea and Syphilis
C1276 Vaginal Infections

Being greated by a voice, even if it is tape-recorded, has proved to be far less frustrating than reading instructions, or even, in some cases, than listening to a real voice, if that voice seems to be a "recording". Naturally it is not possible on a moment's notice to talk to an advisor or dean personally in every case. Frustration can build up, then, if the clerical personnel answering the student's call are "real", but cannot completely deliver a response to the student's individual situation or circumstance.

Twenty-five thousand (25,000) calls per year to the DIAL system must attest to the usefulness of this alternate type of advising and assistance in decision-making.

A script is hardly like hearing the real thing, but imagine the lessening of a student's anxieties and fears about what to do next if he or she hears the following:

> This is Miss Carol Meyer, Admissions Counselor, the School of Business. We are pleased that you have dialed this number to learn about our freshman-sophomore prebusiness program. If you have a pencil handy, you may wish to jot down our office phone numbers which we will give to you so that you may come to see us or call us if you wish after you listen to this short recording. Also, if it is helpful, you can redial this dial tape and listen a second time for phone numbers and room numbers.
>
> Our program is described fully in our undergraduate bulletin which you may pick up in Room 108 Commerce Building if you are on campus. Or you can call us at 262-0471, that's 262-0471, so that we may answer questions and send you a bulletin. Or, you can write to us in the School of Business, UW-Madison, and we will answer your questions by mail. You can request application materials by coming in to see us, calling us, or writing to us.
>
> Very briefly about the prebusiness courses--during the freshman-sophomore years, prebusiness students take one course in each of the following areas: literature, speech, writing, science, computer science, statistics, and psychology. Also during the first two years, prebusiness students take several courses in mathematics, economics, accounting, plus social studies, humanities, and free elective subjects. There is no foreign language requirement for the business degree.
>
> How much mathematics is required for the business degree? Two semesters of calculus or one semester of calculus and Math 107; prerequisite to these mathematics courses are Math 112 (Algebra) and Math 113 (Trigonometry)--unless your mathematics placement scores exempt you from algebra and trigonometry.
>
> What grade-point average do you need to enter the School of Business as a junior? You need a 2.3 or better average; if you have somewhat less than 2.3, you may come to see us in Room 108 Commerce, and we may be able to admit you on probation if you have

shown improvement in your sophomore year--and if you have completed most of the prebusiness courses.

For what kind of jobs will the business degree program prepare you? There are majors which will prepare you for accounting, actuarial science, finance and banking, information systems and data processing, management and administration, marketing, sales, advertising or retailing, public utilities or transportation, quantitative analysis, urban land economics or real estate, risk management or insurance--or combinations with agriculture education, engineering, law or construction administration.

If you would like to know more about credits, majors, and the business courses which you take at the junior-senior levels, you may now call DIAL tape number 531 for the business junior-senior program. Please drop by to see us in Room 108 Commerce--if you will call us at 262-0471 for an appointment, we will have materials and advice ready for you. Goodbye for now.

Up-dated Course Information: The Next Step

While the student is selecting his or her courses for the current semester--only a part of the decision-making process which usually includes a personal contact with an advisor--he or she may be barraged with two many alternatives. The DIAL tape example above (and similar ones) will give the student access to the right persons to contact, and will inform him or her of the general nature of the curriculum, But, specific courses available, primarily electives, are a perennial problem. The vast repertory of courses available to the student makes the decision-making process more difficult than it need be. Peer opinion is good, but not entirely satisfactory; maintenance of departmental libraries of current course descriptions helps. The College of Letters and Science faculty policy states that "...each instructor should make available to the department office more information about courses than is presently obtainable in bulletin and Timetables. This includes a statement of the objectives of the course as well as the subject matter." [College of Letters and Science Bulletin, 1972] This

system works well for students who desire more information. But it is complicated by course advertisements coming from all sectors which are confusing, and can be overdone.

The UW--MSN is currently studying the implementation of two new kinds of up-dated course information vehicles. Both are quite in keeping with closer contact with the faculty members who actually teach the courses, and both are resource devices for students who are "shopping" for professors with whom they might eventually develop an academic rapport, either in the framework of a formal course, or outside.

Current judgment, based on the experience of academic advisors, student personnel, and other members of the academic services units consulted; and based on a continuing review of the use and usefulness of existing campus publications, suggests that what underclassmen want and need to know about courses they are considering include the following:

a. Real description and "flavor" of a particular course: "Real title", scope, objectives, sample items from syllabus and reading list, professor's personal teaching philosophy.

b. Teaching methodology in a particular course or section: Lecture system, T.A.'s, exams, quizzes, papers, extra credit, independent research or study, grading practices;

c. Instructors' individual enthusiasm and style within the setting of a specific course;

d. Personal profiles of individual professors: full name, years of teaching, research interests, recent scholarly projects, and outside interests;

e. Information concerning different courses or sections of the same course within one department;

f. Comparisons between similar courses in different departments;

One way of meeting the needs described above would be a special "course offering" section of Datelines, an existing publication edited by students in the Office of News & Publications of the University. Departments would be asked to submit course information, including all or parts of the list above, and those courses whose professors wish to prepare such descriptions would be cross-referenced to an extended DIAL system to include 4-5 minute taped presentations by professors. These taped presentations would be in the professor's own words, and would surely provide more bases on which to make a judgment about elective or other courses. This latter system of taped monologues by professors might be appropriately entitled, "The Living Catalogue".

What is a Faculty, Anyway?

Students talking with an academic advisor, peers, or reading through the large amount of information about courses, programs, degrees, etc., often wonder who or what faculty members are. Where do they come from? What are their interests? What is their experience? And, no student being totally free from curiosity, even what do they look like? We have already mentioned the potential of finding out what faculty members sound like. The students in the Department of Electrical and Computer Engineering have come up with a new way of providing still more information to fellow students. Its title is innocuous and bland, perhaps, but the information contained therein is "just what the student ordered". The following is the title page and one example from the Staff Directory of the Department of Electrical and Computer Engineering:

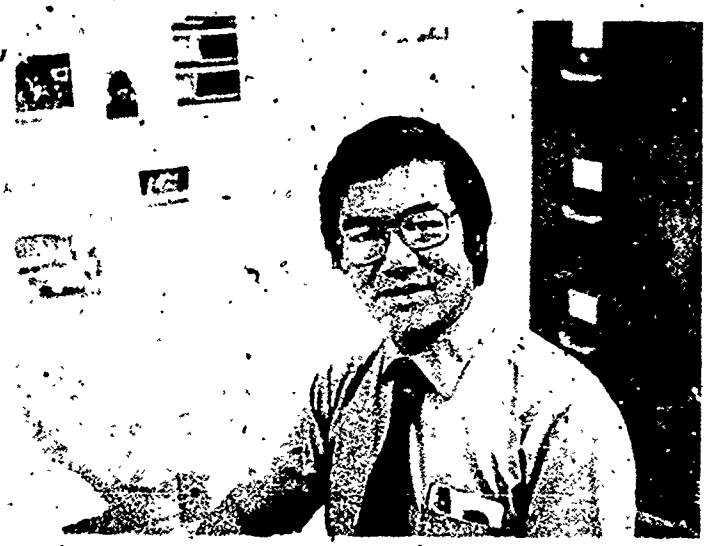
> This Directory is intended primarily for the use and convenience of new students, visitors to the College, or anyone seeking information about the staff of the Department of Electrical and Computer Engineering.

Those who seek advice concerning an application of electrical energy may use the entries to determine which staff member would be most knowledgeable concerning the particular application.

Photographs were taken informally by students of the introductory survey course, ECE 277.

For information on Department activities address:

Professor Vincent Rideout, Chairman
Department of Electrical and Computer Engineering
The University of Wisconsin
Madison, Wisconsin 53706



Andrew A. Frank
Assistant Professor

Office: 919 Engineering Research Building

Phone: 263-1578

Areas of Main Interest
Design of Energy Efficient Transportation Systems; Biological Models; Computer Design

Engaged in Research for:
Sophisticated transportation systems, including engine-transmission-rear axle combinations; energy management systems. Design of biological models for man walking, including simulation of interconnected dynamic systems and selection of control systems. Design of parallel computers for real time computation.

Teaching Fields:
Control systems analysis and design.
Analog and hybrid computing.

Representative Projects:
Urban vehicle design.
Design of parallel digital integrators.
A simulator for the assessment of fuel economy and emissions in automobiles.

Awards:
Fulbright fellow to Yugoslavia, 1967.
Teeter Teaching Award, 1973.
Urban vehicle design awards, 1972.

References:
Listed in IEEE, SAE, ASEE rosters.

A Freshman is Special

Although we have already shown that all students want and need the resources of human beings as they work their way through their education, freshmen are special. The College of Engineering, in fact, thinks they are so special that there is an office just for them. At first glance, it might seem that a student would be put off by being told that there is an "office" just for him or her. After all, offices abound, and they are full of printed materials, secretaries, and more instructions on how to get through the initial stages of becoming a student. But offices are staffed with people who care. One approach which seems to work handsomely is to provide something special for persons who are considered special. The College of Engineering's Engineering Freshman Office is an example of advising where and when it counts. The following excerpts from the brochure, Freshman Facts for Engineering: a good way to help people illustrates this special approach:

UNIVERSITY OF WISCONSIN–MADISON

COLLEGE OF ENGINEERING

Engineering Freshman Office
Room 22, Building T-24
1527 University Avenue
Madison, Wisconsin 53706
Telephone 608/262-2473

1974-75

Dear Engineering Freshman:

The staff of the Engineering Freshman Office extends a cordial welcome to you. We want your freshman year to be a successful and pleasant experience. You can help make it so by using our office as your information and assistance headquarters.

You will use our services during registration, although we would be pleased to help even before then. Later you can come to us for an analysis of your entrance and placement test scores, and for a discussion of your academic progress. For those things requiring an adviser's or Dean's signature, such as adding or dropping courses or withdrawing from the University, our office is the proper place to come. If you need help in developing good study habits, information relating your interests and abilities to an appropriate academic major or future vocation, or directions to other sources of assistance and information, we can help. If you are in need of a good listener, please come to us. We care about you.

You will be off to a good start if you read and understand this booklet and the General Information bulletin. If your questions are then still unanswered, please contact us by letter or telephone. Help us to know you as a person by coming in sometime just for a visit. Our office hours are 7:45 a.m. to 11:45 a.m. and 12:45 p.m. to 4:30 p.m. Monday through Friday. Our office address and telephone number are in the letterhead above.

Sincerely,

Fred O. Leidel

Fred O. Leidel
Associate Dean
Freshman Adviser

Staff:

Orla Erickson, Administrative Secretary
Lois B. Greenfield, Associate Professor
Richard S. Hosman, Assistant to the Dean
Helen Johnson, Specialist
Fred O. Leidel, Associate Dean
Willie J. Nunnery, Assistant to the Dean

And, for a more personal introduction to the Freshman Office, "listen" to the DIAL tape recorded by the Associate Dean:

SERVICES FOR ENTERING ENGINEERS

This is Fred Leidel speaking. I want to tell you about the many services of the Engineering Freshman Office.

There are two things unique about our office. First, we are dedicated to the thought that college freshmen are very special people, with problems and a need to be understood, much different from upperclass students. Second, we believe that we can best serve freshmen with a one-stop office that they can come to without an appointment. We invite students to come to us for help with any problem large or small, very general or highly personal, and for accurate information and sound advice.

To accomplish this requires a special staff of dean, advisors, and secretaries. We think that our three secretaries are friendly and knowledgeable, and have a way with students.

The dean handles the most serious problems. Engineering deans approve transfers into engineering from other colleges. They also have the power to make exceptions to engineering regulations, if those regulations work unintended injustice to the student.

Most of us are advisors. We not only keep informed about engineering courses and curricula and academic regulations, but also those of other colleges, as well as all of the many campus student services. For those student questions we cannot answer, our knowledge of the University enables us to quickly find the answer, or get the student to the person who can. We have a specialist in the problems of students who transfer to engineering from other campuses of the University System.

All of us are good listeners, and can be helpful in many ways. One of us is an educational psychologist. We help to arrange class and study schedules, and to develop good study habits. With the cooperation of Tau Beta Pi, an honorary engineering fraternity, we make free tutoring available to those engineering freshmen that might benefit.

We are particularly good at career advising, as you might expect, since engineering is occupationally oriented. Whether you are an engineering student or a prospective engineering student, we will help you to find and reach the best educational and career goal for you, whether or not it might be engineering.

If you think that the Madison campus is a large and impersonal place, then you have never visited the

Engineering Freshman Office. We invite you to visit, without appointment, any weekday, from 7:45 to 11:45 in the morning, from 12:30 to 4:30 in the afternoon. Our address is the Engineering Freshman Office, Room 22 in Building T-24, 1527 University Avenue, Madison, Wisconsin 53706. Our telephone is 262-2473. That is the Engineering Freshman Office, Room 22, Building T-24, 1527 University Avenue, Telephone 262-2473.

Thank you for calling.

Person-to-Person

Not all students at UW-MSN follow the same pattern of reading instructions, selecting courses, registering, completing a semester's courses and taking a post-semester break without finding themselves in a corner, with "nowhere to turn". In fact, the incidence of student need for a variety of counseling programs has increased in the past decade. Student Development Programs at the University have been initiated to meet many of these needs. As mentioned above, advisors may refer students to a counselor whose function is to help students with a specific problem. Some of these specific programs are described below. However, counseling is not seen as something necessarily restricted to professionally trained personnel in clinical settings. All of us find ourselves in this role whenever a friend may seek us out to confide in us something that is troubling him or her, or when a friend asks us for help in understanding or solving a personal problem. When a friend is in the middle of a crisis, even a small amount of influence can create a significant change.

Counseling A Friend

There are certain guidelines that one can use to be more effective when in this position. The most important thing is to simply listen to the other person. Often when someone comes to us with

a problem, the first thing we want to do is try to solve it. Don't be concerned at first with giving him or her a solution; rather be concerned with making contact with the person. Usually, the first and foremost thing the person is looking for is some recognition that you can hear what he or she is saying; that you are really there listening to him or her. Make contact with the person; touch him or her; let the person know that you heard and you are with him or her. Give that person your undivided attention. The person needs to know that you are there before he or she can begin to trust and open up to you.

Try to avoid telling your initial response to a problem be that of relating your own similar experiences with a similar problem. Perhaps later in the conversation this might be useful for developing trust and empathy to let the person know that, "yes, you've been there, too". It should never, however, be the first response to someone who has just opened him/herself up and described his or her feelings to you. He or she could care less at that point that you ever felt that way, or what you once did in the same situation. By turning it back on yourself, you wind up getting your own counseling, and let him or her dry out.

Try to avoid rushing in with advice; especially when it is not asked for. It does not help the person by imposing your own views and values on him or her. There is a difference between giving advice and giving information. In the latter, urge some course of action by presenting the obvious possibilities and letting your friend make up his or her own mind. In cases when a person is so distraught that he/she needs someone to momentarily take over responsibility, clear, firm advice offers something to hold on to

if he or she feels a loss of control. Offer different perspectives on the situation rather than giving the right answers. If you don't see any alternatives clearly, say so, and help your friend find someone else who can help.

Try to avoid judging what the person says to you, by, for example, telling the person some feeling is silly, or some behavior was wrong.

Try to create an atmosphere where it will be natural to talk about problems. The person may be initially afraid to open up for fear of what you will think, or what he/she says will be regarded as sick, or foolish.

Try to get the details of the situation. Often a person's emotions are too dramatic, leading to a distortion of the facts and feelings of pessimism and gloom.

Finally, help structure the alternatives and formulate a plan of action. Offering warmth has a constituted value in itself, but in some cases some type of help will be needed. For example, a person who feels lonely, or that life is going in circles may decide to join an ongoing campus group, or seek therapeutic help, or care for the elderly lady next door.

To help another, one need not be totally free from problems. It simply means that for the time being one can lose oneself in concern for another person. By listening, caring, and understanding you can help uplift another person and help to understand and resolve his/her personal problems.

These, then, are some guidelines for the person who wants to help.

The individual student, of course, is his or her first line of assistance in many instances. Being aware of the opportunities for help via the UW--MSN Student Development Programs is not seen, however, as the total responsibility of the student who needs help. Faculty members, academic advisors, and support personnel are currently being trained to assist in the counseling process. The numbers of individual faculty members who are being trained are increasing each semester. We view this as a very positive step towards a total program of academic advising and counseling which, although decentralized, is closely integrated with all other parts of a student's life. The members of our staff are particularly proud of this Program since there seems to be more interaction among all University offices and their staffs than has been observed previously.

The major programs available to students which relate to academic problems and progress are the study skills program, the test anxiety and mathematics anxiety program, and the public speaking anxiety reduction program.

Learning Skills

1. What is the Learning Skills Program?

   The program provides instruction in reading and study skills. Our students develop more efficient reading habits and specific strategies for organizing and retaining information.

2. Can study skills techniques be effectively applied to any subject area?

   Yes. The techniques are equally effective, for say, introductory sociology and advanced physics. Since this is so, classes may contain both entering freshmen and students working on advanced degrees.

3. What's an example of a "study skill"?

   You might learn to read to answer questions or to work math problems more quickly.

4. To what extent does the Learning Skills Program study skills course affect academic performance?

We recently did a study of our students' grade point average gains compared to those of similar students who had not taken our course. There was a significant increase in our students' grade point averages as compared with those of the other students. For example, for students who had done poorly academically, there was an average GPA difference of .72 between our students and similar students who had not attended our classes.

5. How much time does this course take?

Classes meet twice a week for four weeks. Each class session is fifty minutes long.

6. Does this course require much work outside the classroom?

No. All "homework" is in the form of suggestions on how to, say, read your chemistry text more efficiently.

7. Will I need to buy any books for the course?

No. Your own textbooks, assigned reading material and lecture notes are used for exercises done in class.

8. Is study skills appropriate for students with GPA's of 3.5 or better?

Yes. We may be able to give them some hints on how to increase their learning efficiency -- that is, how to keep doing well while reducing their study time.

9. Should I take a study skills course if I just want to improve my reading speed and comprehension?

Yes. Reading efficiency techniques are an integral part of the course. Although the amount of time spent in class on speed reading drills will vary, you will be taught techniques that can be done at home. Those who would like more reading drills than are provided in class may sign up for time in our self-instructional reading lab.

10. Is there anyone for whom study skills is inappropriate?

You wouldn't be interested in study skills if you've finished school and are not planning to go on for an advanced degree. You will be able to work on reading speed and comprehension in the reading lab, which will be open at scheduled hours.

The Test Anxiety and Mathematics Anxiety Programs

Are you unusually anxious at the prospect of taking a math course? Are you starting to squirm unnecessarily because

exams will soon be upon you? If so, you may want to consider two programs that are available at the Student Development Programs Center. The programs deal with test taking and studying mathematics, two causes of commonly felt student anxiety, and are based on a technique we call desensitization therapy. Before I describe the programs, let me share some basic ideas about anxiety, fears, and desensitization therapy.

Fears are learned, including the fear associated with taking examinations or doing mathematical problems. In these situations, your anxiety interferes with your thinking and many times will affect performance to the extent that you cannot demonstrate all you know because of memory blocking or careless mistakes. The result is, of course, that you do poorly in the situation, not because you don't know the material but because of an inability to think clearly when you are anxious. In addition, the anxiety that you experience is a learned response that has been associated with tests or mathematics in the past, and is automatically experienced by you each time you enter a similar situation.

Systematic desensitization is a procedure that has been found to be effective in helping people to deal better with their anxiety about specific situations. The approach involves two phases--training in a muscle-relaxation technique and then the application of this training in the breaking down or weakening of the anxiety associated with test taking situations. During this second phase, after you have learned to make your body relax, you will be asked to visualize as clearly as possible a series of scenes depicting tests or mathematical situations. Since you are relaxed, you will not be feeling anxious or uptight, instead, you will feel calm. Such feelings will gradually become associted with test or mathematical situations and are generalized into actual classroom situations. In short, you will be learning to associate a new response to the test taking or mathematical situation, a relaxed and comfortable response that will not permit high levels of anxiety to be experienced.

The test anxiety program at the Student Development Programs offices consists of five sessions. Each session lasts approximately one and one-half hours for a total of seven or eight hours. The programs are done in a group situation with six to ten other people and meet twice weekly for two consecutive weeks and once during the third week. The test anxiety program is most appropriate if you find yourself feeling anxious in all testing situations, and not just in one course or subject area.

The mathematics anxiety program helps persons deal with high levels of anxiety associated with situations that require numerical manipulations, mathematical computations, and problem solving. This program consists

of four sessions, each session lasting approximately one and one-half hours. Like the test anxiety program, the mathematics anxiety program is conducted in groups of six to ten people meeting once weekly for four consecutive weeks.

Student & Faculty Development

The Student Development Program is perhaps a misnomer. After several semesters of planning and implementation, the various programs involving counselling interviews, learning skills, educational and vocational information, groups, individual testing, referral services, and consultation have caught on among members of the faculty as well as the students. A large number of graduate students and junior faculty members are taking advantage of the development programs. This is partly explained by the tenuous job market in general, and in the self-examination of persons associated with the field of education whose lives may not yet have settled. The dual role of practitioner/client is also a good way to bring more faculty and staff into the counselling program for students.

At present, the Student Development Programs list as major contributions to advising and development the use of real faculty members (professors) in the counselling process, the individual teaching and evaluation skills for personal and professional growth, and assistance to academic departments and programs in the establishment of criteria for admission to limited-enrollment programs. This latter service is of particular importance where admissions officers must make just the right choice for the program and the students to ensure a class of optimal motivation and aptitude. Tests, interviews and other measures are discussed at length with any academic unit which feels the need to re-assess its admissions criteria.

The Student Development Programs are currently in the process of automating some of the anxiety programs mentioned above to provide maximum accessibility to students who could benefit from a programmed approach to their needs, whatever

the area of concern. These automated programs will supplement the tapes included in the DIAL inventory on such subjects as decreasing feelings of depression, talking to a depressed friend, counselling a friend, how to gain control of your time, improving your memory, etc.

College Initiative in Teacher Improvement

Before the availability of developmental counselling to assist professors and program evaluation, some schools and colleges had and still have major programs of their own. One of the most comprehensive examples of training and evaluation of academic advisors is the College of Agricultural & Life Sciences. In this college, resident instruction is taken as a very serious part of the professors' activities. The contents of the College's booklet, Guidelines for Advisors of Undergraduates will give an idea of the scope of training for faculty advisors:

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PASS-FAIL PRIVILEGE

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GRADES AND GRADING

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ACADEMIC STATUS

GRADUATION REQUIREMENTS (Academic Program)

HONORS PROGRAM

INTERNSHIP PROGRAM

STUDENT SERVICES AND STUDY AIDS

STATISTICS (Gold Sheets)

In addition to the briefing material for advisors, the theme of this comprehensive manual is really, "Can Your Advisees Find You?"

Advisors and professors in the College of Agricultural & Life Sciences have a program of orientation including one of the most comprehensive documents on campus, an up-to-date Undergraduate Curriculum Guide, materials on financial aids for students, faculty briefing sessions on evaluation and improvement in teaching, workshops on the use of audio-visual equipment, including the opportunity to hear and see lectures, and a particularly useful book prepared by the Department of Agricultural and Extension Education entitled, Constructing and Using Examinations for Evaluation of Teaching. The important thing to note in this particular college is that the faculty took on its own initiative the responsibility of guarding against the pitfalls of advisor/advisee relationships, keeping up-to-date on all

college and university requirements, and self-criticism in the classroom. The strength of this college's approach, then, lies in personalized advising, a cohesive student body--which is, in fact, the result of a "caring" faculty--and student (peer) tutoring programs.

Guidelines

The largest college on the UW--MSN campus is the College of Letters & Science, with some 16,000 undergraduate students enrolled. If we back up to the time in a student's educational career at the University when he or she is searching for some kind of academic identity, we will probably find a large number of them wandering through the pages of a publication called Guidelines. This booklet, aimed at the student who is mulling over his "living catalogue" memory bank (from the Summer Advising Program) and at the new freshman or sophomore who has not yet seen an advisor, is one of the "gems" of campus literature. The best way to explain this unique publication is to let it speak for itself, which is exactly what it does...

Start Reading Here...

One-hundred twenty-five years ago, 17 students assembled in Madison to begin University preparatory studies. They were preparing for the Classical Course which required classes in Greek, French, Latin, mathematics, history, physics, literature, ethics, chemistry, international law, and what was termed "Christian Evidences" and Civil Polity. Then as now, you will be expected to take courses in a foreign language - not necessarily Greek!, physical and biological sciences, the humanities and social studies. Instead of a few courses from which to choose, you will have in the neighborhood of two-hundred and fifty.

"Where to begin?" - "How to begin?" "Which courses?" are questions which may be in your mind. This booklet has been prepared to provide you with some of the answers, and to guide you in planning your academic course of study in the College of Letters and Science.

This fall, 4,200 new students are expected to enroll, one of which will be you. Moving into a contemporary, large multiversity is an exhilarating experience, one, which expects very much of you and will challenge you in countless ways. There is indeed a sharp contrast between now and 125 years ago when those first students met for classes in rented quarters of the Madison Female Academy.

Most freshmen attend the summer orientation program (SOAR) which runs from June 3 through July 12. This is definitely to your advantage when enrolling for the first time, and you are urged to do so if at all possible. If you missed coming on your assigned date, call (608) 262-3961 for possible re-assignment to another date.

Before coming to the orientation program, we expect you to have read at least the first dozen pages of this booklet carefully. Further, it is expected that each student will have read the description of courses which especially appeal to him or her. To be sure, the content is not written in the style of Hesse's Steppenwolf nor does it have the racy style of Playboy, but you should read and understand what is here for you. The options open to you are many, the restrictions few; and it is this situation which makes it important that you are as familiar as possible with the alternatives. Advisers are not likely to sit you down and say, "you must take this and that." Options and choices may be discussed, but you are expected to make the final decision as to which courses to take.

As you read, make notes about courses, requirements, or special points you want to remember. When you are ready, list the eight or ten courses which interest you most on the sample registration form on the very last page. You should make this kind of basic preparation before coming to the SOAR program in the summer. If you do not come to SOAR, make this preparation before coming for registration in the fall. The choices are considerable and you should be prepared to make them.

IMPORTANT NOTE

BRING GUIDELINES 1974 WITH YOU WHEN YOU COME TO THE CAMPUS FOR SUMMER ORIENTATION AND AGAIN IN THE FALL. IT IS MOST HELPFUL IN MAKING DECISIONS AND PROVIDES USEFUL ACADEMIC INFORMATION THROUGHOUT THE FRESHMAN YEAR.

Faculty Advising Service

After the student in the College of Letters & Science has read Guidelines from cover to cover--or if he or she is particularly adept at skimming...--the question of advice may still remain. As we have suggested, people are our best resources.

The Faculty Advising Service of the College of Letters & Science takes a student from where he or she is-- which is probably in the midst of wrestling with the following two forms,

Sample Student Registration Form

Form UW(2) 109

USE BALL POINT PEN AND PRESS HARD

STUDENT NAME _____ (LAST / FIRST) CLASSIFICATION _____

STUDENT NUMBER _____ ADVISER _____

HOME ADDRESS _____ (STREET / CITY / STATE / ZIP) OFFICE _____

TRIAL TENTATIVE STUDY LIST

DEPARTMENT ABBREVIATION	COURSE NUMBER	CREDITS

COMMENTS

COT N _____ ALG _____ TRIG _____

ENG REC _____ COT V _____ FL _____

NOTE Courses must be confirmed during Registration Week according to Assignment Committee procedures.

Summer Orientation and Advising for Registration (SOAR) Program
University of Wisconsin-Madison

SOAR ADVISER _____

SOAR ADVISING DATE _____

STUDENT

Grid Card

NAME _____ SECTION _____

COLLEGE OR COURSE _____ CLASS _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7 45						
8 50						
9 55						
11 00						
12 05						
1 20						
2 25						
3 30						
4 35						

FORM 111

to where he or she wants to be, or thinks he wants to be, or thinks he thinks he wants to be...

Your Adviser, Where to Get Help, Faculty Advising Service.

The Faculty Advising Service / Professor C. John Tolch, Chairman / 307 South Hall

Students who are entering the University for the first time frequently need advice in selecting their courses. During the summer you probably will participate in the summer orientation program which is planned to help you enter the University easily and with some confidence. But after the orientation program is over, where do you get help? Who is your adviser?

In our College, freshmen and sophomores are advised throughout each semester by professors and a select group of student advisers, who together make a team of advisers. This team is called the Faculty Advising Service, FAS for short. Professors who serve on the Faculty Advising Service come from over 30 different departments in the University, and as a result, it is easy for a student to get help with almost any academic problem he may encounter. You may see the same adviser over and over, or you may choose to see someone who is most qualified to deal with a particular problem. Your adviser in FAS can give advice in regard to meeting degree requirements, planning for a professional career in education, medicine, business, or in helping you select a major course of study.

To speak with an adviser, simply telephone the Faculty Advising Service, 262-1849 or come by 307 South Hall to make an appointment. When you talk to the receptionist, try to be specific about your needs so that she can guide you to the most appropriate person. The FAS office is open Monday through Friday, 8:30 to 12:15 and 1:00 to 4:20.

Students in the College of Letters and Science are not required to see an adviser; however, we urge students to come by for counsel and advice or just to get acquainted. Freshmen, in particular, should see an adviser at least once a semester.

Advanced students who have chosen a major should report to the department for assignment to an adviser.

Dial-A-Dean

In spite of the comprehensiveness of the Faculty Advising Service, which sees hundreds of underclassmen each semester, the majority of students with questions, problems, or special needs rely heavily on a unique system called "Dial-A-Dean". This system of student access to academic advising personnel is unique in the sense that it provides immediate response or feedback to the pressures and hassles which "cannot wait for an appointment". Needless to say, in the College of Letters & Science, the Dean's Staff is on the job, seeing individual students with particular problems every working day, and often into "overtime". However, not all students need to "see" a dean, and some need counsel about whether to make an appointment. Others, however, need quick answers to fairly standard questions. It is important to point out, though, that while questions may be standard, students don't see themselves as part of a sequence of "frequently-asked questions", and their run-of-the-mill question or problem is very real to them.

There are actually two different ways to talk to a "real dean" for advice without making an appointment. "Dial-A-Dean" provides telephone access to one member of the Dean's Staff whose responsibility for designated periods of time is to answer the telephone and to give advice on a personal level. Some automation (micro-fiches of a student's current record--up-dated at least bi-weekly--are available to the "dean on duty") is helpful, but basically it's the opportunity to talk to someone who can put the student's mind at ease by assuring him or her, "No, I am not the Dean's secretary; I am the Dean!".

The second contact a student may elect without an appointment is on a walk-in basis. During regular working hours, there is a "Dean-At-The-Desk". Like the dean who is responsible for answering telephone calls, the dean at the desk sits

in the reception area and assists clerical personnel with the routine questions which students may have. If the questions are not routine, the dean at the desk may intervene if a student is attempting to skirt the ordinary--but necessary--procedures established by the College. Both deans have autonomy and authority to take action on a student's request, but may suggest an individual appointment to be scheduled later on.

Academic advising personnel may wonder if this is not an uneconomical use of trained professional time. In point of fact, it is a rotating system of service to students which saves time for the Dean's Staff since incoming calls from students, and demands for "immediate" appointments for routine matters do not infringe on the time of the other professionals in the Dean's Office.

Both types of services are somewhat administrative and, perhaps mechanical at times; but they serve as screening devices, and as "traffic control" procedures to see that every student gets just what he or she needs.

Special Services: The Honors Program

Honors programs differ somewhat from university to university, and also within the schools and colleges of the UW--MSN. We think it is important to mention in the context of such a large college as the College of Letters & Science, however, that students enrolled in the Honors Program have their "very own dean" and a supportive staff. Therefore, many of the services available to Letters & Science students because of their large numbers are not necessary, nor in some cases even advisable, for students in the Honors Program. Because the numbers are comparatively small, individual attention for whatever reason is the rule, rather than the exception.

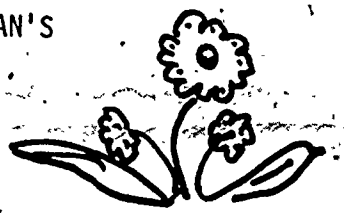
LETTERS AND SCIENCE STUDENTS

Need a quick, accurate answer?

DIAL-A-DEAN

ASSOCIATE DEAN'S OFFICE

262-2644



FACULTY ADVISING SERVICE

262-1849

Majors

Some students come to the UW--MSN with a firm grasp on what they want to "major in", and, as a consequence, they have, perhaps, fewer decisions to make, and less anxiety about post-undergraduate plans: the job or career. For most students, however, choosing a major and following through with a four-year plan involve a network of advising and counselling personnel stops along the way. In the so-called "professional" schools and colleges of UW--MSN, the route toward a career is more strictly mapped-out in the form of technical and sequential courses. In the College of Letters & Science, and for students who change their minds midstream, the major and the career are primary areas of concern.

The stops along this decision-making path may include the reading of an excellent handbook prepared for the College of Letters & Science, and appropriately called Majors. The usefulness of this particular document is far-reaching, because it not only suggests to students what departmental offerings and course sequences are required, but also it serves as a handbook for possible career opportunities sometimes associated with various departmental major programs. One of the most

useful purposes to which Majors is put comes, oddly, not at the decision-making juncture (usually at the end of the sophomore year), but rather during the first two semesters--the "shopping" period. It is very often the case that University Bulletins do not prepare the student for a career because each departmental section is fragmented, and, except for joint degree programs, seems to point in only one direction. Students often have difficulty in matching the names and descriptions of courses with broader, more "real world" careers. It is not uncommon, for example, for a student to state categorically that he or she wants to "major in" psychology, without the slightest notion of the relationship between social psychology, sociology, or social work. Majors provides a place for students to consider these relationships, differences and similarities. By way of example, we include the first several pages of Majors here:

On Choosing A Major

This handbook is intended to help you as a Letters and Science student in the early stages of deciding on a major.

In order to do this, it briefly treats the "how" of the process, it digresses briefly on careers and majors, it lists some pertinent agencies on the Madison campus, and most important, it collects brief discussions by each department or interdepartmental committee on what it considers important about its major.

It is worth establishing at once what this handbook can do and cannot do. As an information source, it can no more give you a picked, wrapped, and delivered major than can a library write you a research paper. Nor can it help much in the later stages of the decision process - dialogues with instructors, professionals, family, and (especially) yourself. But you can use it as a resource in answering the first round of questions on each of several potential majors, questions a departmental adviser meets time and again, and thus it can help you bypass the vague for the essential when you discuss a major with that adviser or your parents. It can discuss the regular and interdepartmental majors inside this college; it cannot treat the many excellent major programs outside it, nor pre-professional programs. This handbook can let a department touch on the aims behind its requirements, but it cannot try to duplicate the complete summaries of requirements in the Letters and Science Bulletin. And it can tell you something of the commoner pitfalls and misconceptions about a major, but there is no way it can make you understand a major very fully until you have sampled both courses and faculty opinions.

This handbook can also tell you where many graduates of a given major have gone for careers, but - and this is important - it cannot be anything of a career-choice handbook, for that is often quite a different business than is choosing a major. It can show you some of the possibilities that presented themselves to other graduates, but it cannot show anything like all the possibilities for you, some of which you may invent. And finally, this handbook can tell you a little of the relevance of each major field to the world today, but it must leave for you the ultimate criterion: what is its relevance to you?

This relevance to life is a proposition easy enough to accept in the abstract, but both this and the matter of relevance to you may blur pretty easily in your (not to mention your family's) day-to-day concerns over just what you want to do and want to have in three or four years when you leave the University of Wisconsin. You may have the career cart before the major horse.

Some perspective first. Your major study is just one ingredient of your college study -- no more than a third of it, in terms of credits, by faculty definition for most majors in the College. This suggests how important the faculty considers it that you range outside your department. And all your college study put together is just one ingredient of your total education. "Major" in fact is just a term, guaranteeing little beyond a minimum of coursework in common with other students with the same title. But your particular collection of courses even within your major department might not be duplicated by any other student, and, when you consider the courses you have chosen for your basic requirements and electives, it is a safe bet that no other student at the commencement ceremony with you will have had the same total program.

Add the fact that your interests, your mental equipment, and even the facts, interpretations, and skills you derive from a given course will differ decidedly from the next person's, and it is clear that the total construct you make of college is bound, in both content and quality, to be unique. The history major who elects work in botany and zoology and is fascinated by the context in which a man like Darwin or Linnaeus functioned is constructing a different (if related) totality than is the history major who studies philosophy in trying to understand the history of thought. Your own particular interests, if you acknowledge them, are finally more decisive than the nominal category you choose.

MAJORS AND CAREERS

With this perspective it is perhaps easier to see that with any major you can derive a good deal of value for several careers - but also that the nub of the matter, the deriving, depends on you and not the major. You have certainly met the "generalist" and "vocational" attitudes towards college education by now. The former would argue that it is the development of your general intellectual equipment (analytical ability, objectivity, breadth of knowledge, a sharpened awareness of your culture and others) that matters, because with this you will lead a better life and can adapt to a great many careers. The latter would argue that your college study is an unmatched chance to prepare yourself with considerable specialized knowledge and specific techniques for certain types of careers. And deliberately or unconsciously you may have enlisted in one of the two camps.

The fact is that some majors in the College tend more toward one side, some toward the other. The graduate from the chemistry course is more likely to begin his career in a laboratory than is the political science major. And there is nothing to prevent your using most majors "vocationally" - but what with carrying your necessary 80 credits outside your major, you simply cannot reasonably expect to become a real specialist. Moreover, the basic experience of our Placement Service is that more often than not the fact and quality of your general college education in addition to your specialized knowledge and skills are what make you valuable to an eventual employer. It is probably useful to remember that, whatever their theories on this question at the time they chose their majors, probably fewer than half of your predecessors finally chose jobs ultimately connected with the material of their majors.

It is thus hard to escape the conclusion that choosing a major and choosing a career are different, if often related, enterprises. And note that this holds whether you consider yourself to be here more for career preparation or the general college experience.. Otherwise you could not mold different majors into preparations for the same profession - physics or journalism for science writing, for example. Nor could you observe a number of seniors with different majors interviewing for the same positions - say an English, a geography, a chemistry, and a political science major seeking a management traineeship with a foods manufacturer (not to mention other applicants from the School of Business and the College of Agriculture). This is easy enough to see for the traditionally generalist majors. We less readily see that much the same principle holds for the majors we like to call more technical.

The botany, the chemistry, the molecular biology, and the biochemistry major may all be applying for the same graduate assistantship in plant physiology or the same opening in a U.S. Public Health Laboratory. The trouble with the vocational view of choosing a major, if you hold it very narrowly, is not that it is vocational but that it keeps you from seeing how many vocations you may really suit.

Yet another consideration. You are in college at a time when, like it or not, a new pattern is developing. The undergraduate years are increasingly becoming a period of general preparation for more training. This has always been true enough for graduate study or professions like dentistry or law. It is simply that today many more students are following these routes. And if you begin a career directly upon graduating, you are likely to be just as subject to the pattern in the shape of an intensive training period for your position. Even preparation for high school teaching, traditionally a four-year affair, is for a growing minority becoming a fifth-year, teacher-internship program added to a conventional liberal arts major.

With certain majors, if you want to make a profession of the discipline itself (in contrast to the use, also valid, of it as the most interesting part of a general college education, but no life-long speciality), you should see from the start that graduate or professional work is going to be necessary. You already know that you will not teach much college German or English on a B.A. and an undergraduate major, but you may not know that you can count on only limited duties as a professional geologist until you have completed an M.S. Only remember that, seen in reverse, these are not prescriptions for your undergraduate major; the history major can (and has) made a first-rate master's candidate in English, and the astronomy graduate student may be the undergraduate physics major who never put eye to telescope. To perhaps belabor a point: If you can let your interest lead, careers will follow.

CHOICE

All these matters have not given you a major yet, but they do help disentangle the related but distinct career issue from the business at hand, which is how to go about choosing your major. You may not find this of much interest, if you are among those students who "have always known" what they want to do. This may be, but if so, you are going on pretty obsolete data. You will learn, if you are willing, some things about yourself and your interests only after you have begun your college work. At the other extreme, if you were completely at a loss as to possible majors when you came, it is well to go a little easy on that sudden "moment of firm decision" so dear to high school commencement speakers (and some parents). That has a way of becoming a series of moments.

The ideal is instead probably an evolution of decision, which is unfortunately less dramatic and a good deal more work. But you are in a context, i.e., the whole pattern of Letters and Science requirements and guidelines, which generally encourage an evolved decision. The point designated for officially declaring your major is generally not until your junior year begins. (For certain exceptions, see the discussions of the various majors.) The first two years are usually devoted toward sampling a variety of courses and fulfilling your basic requirements - which, incidentally, are designed in part to make you get that variety. It is not that you must wait until your third year to begin your major; instead your variety gives you the beginnings of several potential majors. Your first year or two thus should see you gradually narrowing the field from three or four majors to one or two. You may then decide on just one major, or you may decide to earn a double major. (A double major has the disadvantage of considerably reducing the number of electives you may choose; but, on the other hand, it does mean that you can major in two areas if you so desire.)

It will have occurred to you that this desirable evolution process needs pretty constant attention, and that with a fair amount of neglect it can stagnate into plain avoiding of the issue. You are not made to program in any given direction here, and you know people who have not. But this freedom, if you exploit it, is also exactly what allows you to do an exceptionally thorough job of evolving a major (or a double major if you like). If you are willing to work at developing your own Individual Major, you can have even greater freedom in your choice of courses.

THE PROCESS

What are your criteria, then, in this evolution? Your high school interests are a useful general if not specific guide in selecting possibilities at first. Your guidance counselors' suggestions may have been very valuable, especially if they helped you learn more about your capabilities than about the "best" major for you. Once on campus your courses will be the overriding source of information about your various probable majors, and they may suggest some additions to your list. But courses, even survey courses, may become too overriding a source of information.

Besides being a sampler for you, they are set up to serve other students who may have neither the interest nor talent to go further in that discipline, and they may not adequately predict the difficulty of advanced work. On the other hand, easy success should not always send you after "something more challenging"; you may have found your natural niche. Following an unsuitable major that simply sounds nice can amount to chipping at very unyielding granite.

This inadequacy of course indications alone is why this handbook makes a point of recommending that you talk with the faculty in the majors you are considering, either special advisers or any instructors you may know. They have seen students succeeding and failing at all levels of the discipline, and, incidentally, have survived those levels themselves and have judged the field interesting enough to deserve lifetime attention. It may be worth asking them why.

Through both conferences and courses you will also be developing an impression of what we might call the personality of the department, which your fellow students have suggested can be important. Are there a number of professors you are interested in and can work well with, and can you feel reasonably confident in the departmental context, in both beginning and advanced work? Do you thrive on brisk or on solicitous treatment? If your particular nature will make you uncomfortable much of the time in that context, you will hardly extract from it what you should.

Departmental clubs and activities, summer jobs, your family, and your friends already in the major may be other sources of information. A summer job, however, may sometimes throw more light on careers than a major, and a friend may know more about why a major pleases him than why it might suit you. Your family can easily be your most neglected resource -- or sometimes, if you are feeling pressure to enter a given major, it understandably becomes a resisted resource. But once you have begun the business of finding yourself, declaring your independence, and the like, you may discover that you have found the self your family has known a good deal about all along. Parents may be able to suggest whether you have the personal qualities to suit a major. They may know nothing about hemoglobin, for example, but they may know whether you have the exactitude to succeed in medical technology.

AIDS

Members of the Faculty Advising Service (307 South Hall, 262-1849) are your advisers (except for certain special courses) for your first two years. This is where you discuss programs, requirements, and general problems, and it will usually be your best starting point for discussing potential majors, for the members represent most of the departments in the College. The next (or the first) step is to talk with the departmental adviser, undergraduate chairman, or chairman for each of the most promising majors. When you become a junior, you will declare your final choice of major at the office of its department or committee, and will then use either an individual adviser assigned to you or a special departmental adviser. See the discussion of specific majors for cases where an earlier commitment is advised or required.

The Letters and Science Associate Dean and his staff (104 South Hall, 262-2644) are available to discuss your general progress with you at any point, and this may involve your major plans as well as your basic quality of work and course requirements (they are hard to separate). You may later discuss modifications of a major, if you first have the approval of the major department. This office is also probably your best point for referrals if you have any question that does not seem to fit the usual categories.

The Student Counseling Center (415 West Gilman, 262-1744) is probably the most useful resource outside the College for help in assessing your interests and

abilities for various kinds of study. (You may be aware too of some of its other functions: review of study techniques, reading improvement program, and personal counseling.) Here again you will find no one prepared to make your decision for you, which should not frustrate you. But you will find help in assessing your own capacities and aims. If you tend to equate counselors with aptitude testers and aptitude tests with definite answers, you will be out of phase at the Center. If your counselor gives you a test, he will be after one thing: another piece of evidence to interpret in the light of you as a person.

Another excellent resource for the student attempting to choose a major is the Career Advising and Placement Service in 117 Bascom Hall. This office is a career information center and may help you to (1) relate your interests to career possibilities, (2) plan your major to fit your career interests, (3) learn through information resources about a wide variety of opportunities, and (4) meet prospective employers visiting the campus. You should begin early to explore the avenues of career possibilities that you may travel. An early start may mean adding an elective that can give you extra options of job choice.

We have given you a handful of suggestions about the how and when of choosing your major, and where you can find help. Our best wishes in the process, and may you find it interesting.

Special Departmental Advisors

We have already suggested that decentralization of academic resources, advising and counselling is the model for student development at UW--MSN. As undergraduate students move closer to their objectives, choosing majors and fulfilling degree or program requirements, this decentralization becomes not only the practice, but the practical. Generalists, even those faculty members who serve on the Faculty Advising Service of the College of Letters & Science, cannot do everything for a student once he or she has crossed into the land of "I've made up my mind". And, as pointed out above, the faculty members serving on the Faculty Advising Service--while they do represent some thirty to forty different departments--are not necessarily the official representatives of their departments in their capacity as advisors to any and all underclassmen. It is, in fact, a kind of developmental program for the faculty as well as a central advising service for students.

Many of the larger departments in the College of Letters & Science have special departmental advisors. They advise majors--"declared majors"--and assist in the decision-making process for underclassmen who are considering a major or who are shopping for a major, or who are simply looking for a good department in which to

find interesting electives to round out the breadth of their degree program. The special departmental advisor has a variety of roles. He or she may serve as the contact point between student and professor; the advisor may certify students' requirements for the completion of a major; and the advisor often provides alternative course options around which the student may base his or her choices.

The role of the special departmental advisor is especially important in the College of Letters & Science, since the liberal arts menu is often confusing for students. In the professional schools and colleges and pre-professional programs, specialists are more likely to be professors who have taken on the important role of reviewing a less flexible course of study on a more regular basis.

The special departmental advisor has still another important role: he or she may serve as "The Living Catalogue", albeit somewhat differently from the examples given above. It is important to have a contact point--a person--in every department who knows what professors are on leave, what the individual interests of each faculty member are, and whose courses seem to fit the interests of the student. Needless to say, the special departmental advisor does not give the same subjective judgment about what courses are "the greatest"; peer opinion seems to have the best handle on that market.

In the philosophical sense, the special departmental advisor is seen as a contact point between student and professor, providing maximum information without conflicting with the intellectual relationship between students and professors. Minutiae, details and the like provide faculty with more time during which to teach and discuss informally the intellectual interests of each student.

Other important functions of special departmental advisors include advice on graduate schools, careers, trends developing within a discipline, and summer programs or study abroad. These persons are human beings in positions of importance. They are sensitive to the limitations of their departments, and often refer students, funnelling them into the larger network of other service personnel.

As an example of the services typical of such a person, we include the first two pages of the Handbook for English Majors:

HANDBOOK FOR ENGLISH MAJORS SEMESTER I, 1974-75

TABLE OF CONTENTS

SERVICES AVAILABLE TO ENGLISH MAJORS

The English Undergraduate Majors Division exists to help you--please let us:

(1) Assign a faculty adviser to help you in academic planning and selection of courses. We'll help you choose a faculty adviser most appropriate to your area of interest, or reassign a different adviser if yours is unavailable.

(2) Answer questions about requirements of the major.

(3) Make available copies of syllabi, course calendars, and reading lists for most English courses. Come in and check before registration in order to make more informed choices.

(4) Check out general degree requirements answering questions about senior summaries, credit evaluations, transcripts, 80/40 credit rule, 100 credits rule, pass-fail courses, Certification of Competence in Expository Writing, 60 credit rule, elementary, intermediate, advanced course designations.

(5) Explain general degree requirements for foreign language, mathematics, humanities, social studies, natural sciences.

(6) Steer you to appropriate graduate school advice. Available in 6195 Helen C. White Hall are current catalogs from most major graduate schools, American Council on Education materials on graduate school ratings and entrance requirements, fellowship and Graduate Records Examination information and deadlines, directory of assistantships and fellowships available for graduate study in English, and vita forms for your use in requesting letters of recommendation. We will act as a repository for your vita and letters of recommendation if you request them while an undergraduate but plan to use them sometime after the year following graduation.

(7) Collect information for your use on special summer programs, study abroad--particularly in England, creative writing programs, writing competitions, etc.

(8) Save you legwork by finding answers to questions and getting information for you in cases where you have been sent from office to office without success.

(9) Double check to insure that you will be granted your degree when you expect it--IF you come in and go over your credits. Plan to check before registering for your last semester senior year--sooner, if possible.

(10) Put you in touch with your representatives on the Undergraduate Student-Faculty Committee for information and suggestions.

For any questions see: Mrs. Carol Tarr
Undergraduate Adviser
6195 Helen C. White Hall
Phone: 263-3760

Career Advising and Placement

The UW--MSN is particularly fortunate in having a series of career advisors for most of the professional schools and colleges. Engineering, education, business, agriculture, etc. have staff members whose primary responsibility is to offer career advising and placement services for students interested in those fields. We also have an office of Career Advising and Placement which serves the whole campus. While one of the main functions of this office is to set up opportunities for students to see representatives of various industries, agencies, or businesses, the office also has an important counselling function--again complementing, but not always replacing the decentralized career advising services which exist throughout the campus.

One of the unique opportunities available through the Office of Career Advising and Placement is the mini-course program in planning for a subsequent career. This program, which is organized in 6, 4, or 2 sessions, is run by paraprofessionals--usually MA candidates from the Department of Guidance & Counselling--and is available free of charge. Each session usually includes from 8-10 students, and ample material is used in the training of the graduate students who "teach" the modules. While this program is certainly a good one, it is important, again, to realize that there are many career advising services indigenous to the areas they serve, and not all students will wish to take advantage of these more general sessions. A short synopsis of the kinds of issues which are dealt within a typical six-session program follows:

Session I

The leaders introduce themselves as pre-professional counselors who have volunteered to lead the groups for the placement office. They should then explain that the purposes of the group are to consider one's values, interests and skills and how they can be integrated

within a range of possible career choices, and to learn certain skills necessary for choosing a major and/or a career. Leaders might briefly remind group members that their expectations are not that each individual should be able to decide upon a major or a career as the result of the six sessions, but have an understanding of the process necessary for exploration of different careers, and an understanding of oneself in relation to them. Leaders should mention that there will be certain assignments related to the learning of this process that they expect group members to complete.

Each student is instructed to write down on a sheet of paper twenty things he or she likes to do. Leaders should stress that they will not collect the papers nor ask students to read them, and that the exercise is solely for their benefit.

Session II

The leaders announce that the topic for this unit is a consideration of values, and their role in the career choice process.

They distribute to each student copies of thirteen statements related to work and ask each one to rank-order them. After they have completed this task, the students are encouraged to discuss their work values and the problems of implementing them in a work situation.

Session III

The leaders announce that the purpose of the third unit is to discover some sources of information related to vocations, and to consider external factors relevant to choosing a major or career.

At this stage, the leaders ask the students what possible resources they are familiar with either on campus, or in the placement office.

The leaders should also point out how many of the fields require a broad base of knowledge such as is provided for by a liberal arts education, and that knowing how to think, to learn, to organize and to express oneself orally and in written form is a necessary prerequisite for employment in many fields.

Leaders assign those interested in graduate study to check with a department of their choosing, about the placement of their current graduates at the Master's and doctoral level. Each student is to talk with someone who has a job, finding out how the person chose the field, what qualifications were necessary, what satisfactions and limitations the job has, what values and needs the person can identify as being fulfilled by working in the area.

Session IV

Leaders explain the purpose of the fourth unit, to find out how people get into jobs, and to review the placement effectiveness of surveyed graduate departments.

Going in turn, each student tells the group about the person with whom he or she talked, what methods that person followed in finding a job or vocation.

The leaders should summarize by calling attention to the broader issue of process, and how the implementation of one's self-concept in an occupation involves knowing one's skills, values and interests, and also information about jobs, trends, preparation. They should also emphasize the importance of actively seeking out people and experiences that will help them decide on their future.

Session V

To introduce the concept of decision-making, the leaders call attention to the number of decisions the group members have already made, and ask students to articulate a few of them.

Leaders introduce a decision-making paradigm which should help students to synthesize the self assessment and occupational information covered in the two previous units. Four categories basic to good decision-making are postulated: 1) possible alternatives; 2) possible consequences; 3) probabilities; and 4) student preferences.

Students are given paper and asked to outline a decision they have to make, the alternatives and consequences, to estimate the probabilities and then to mark their preferences.

Summary by leaders, underlining the fact that deciding on one major does not necessarily limit students to one specific career.

Session VI

Leaders introduce this unit briefly summarizing what the group has covered and stressing the necessity for active planning as a way to cope. Specific steps are mentioned: self-appraisal, assessment of external factors, gathering of information, deciding preferences and probabilites.

Leaders also demonstrate how to construct an effective resume and how to communicate one's interests and skills in a job interview.

Leaders ask students to summarize what the group has covered, and distribute evaluation forms, asking students to rate their experiences as honestly as possible.

Examples of the materials with which students work are reproduced here. They relate to the six sessions described above. Bibliographical references for the paraprofessionals and the students who attend the sessions include:

Herbert Bienstock, "Current Trends In The World of Work", Business World, August, 1974.

R. Clarke, H. B. Gelatt, and L. Levine, "Decision-making Paradigm for Local Guidance Research", Personnel and Guidance Journal, Vol. 44, 1965, pp. 40-51.

Peter F. Drucker, "The Surprising Seventies", Harper's Magazine, July, 1971.

Occupational Outlook For College Graduates, 1974-75 Edition, "Career Outlook For The Seventies", Business World, December, 1974.

James E. Souther, "Letters & Resumes", College Placement Annual, 1972.

K. L. Underwood, "Work Values of University Entrants", Journal of College Student Personnel, Vol. 12, 1971, pp. 455-459.

Work in which you can learn more about how and why things work.

Work in which your fellow workers are the kind of people you like.

Work in which you are sure of having a job even in hard times.

Work in which the supervisor you work for is fair and square.

Work in which you can plan and lay out work for others to do.

Work that gives you a feeling of having done a job well.

Work where you do many different things on the job.

Work you can do as fast or as slow as you want.

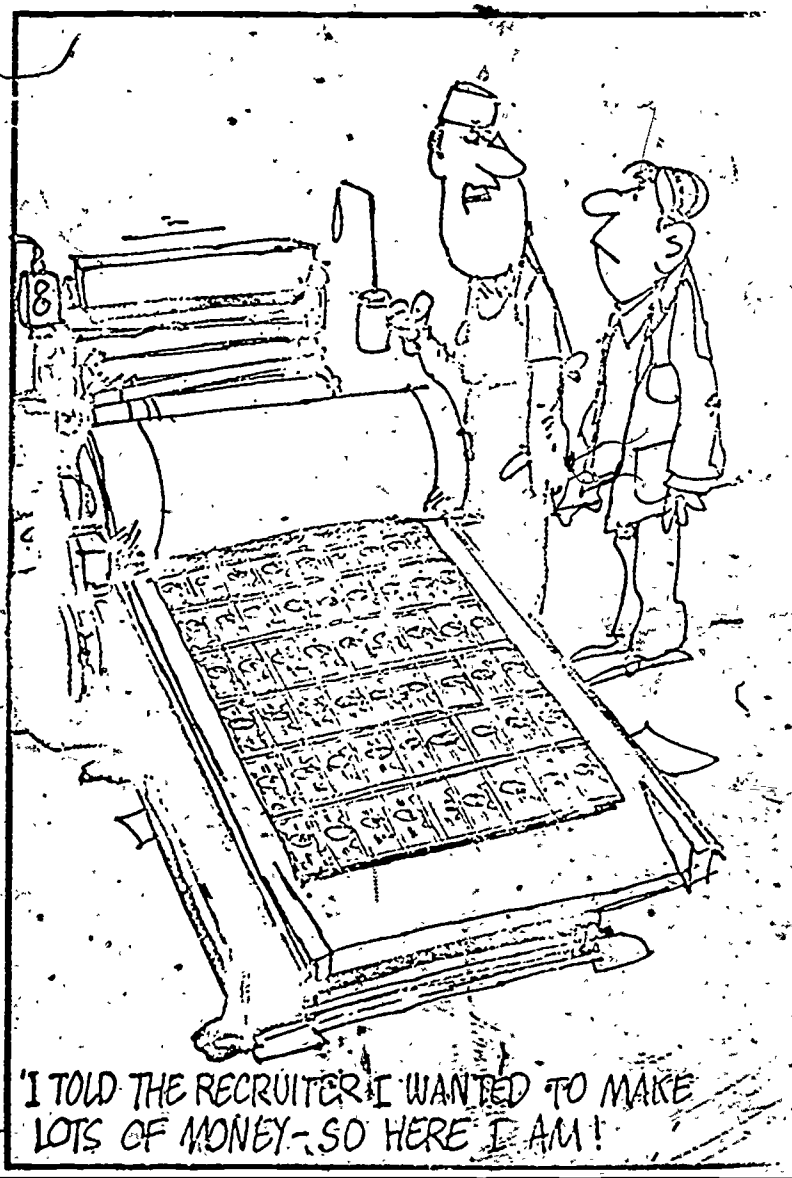
Work in which you can create something new.

Work in which you get a good salary.

Work in which people look up to you.

Work in pleasant surroundings.

Work that benefits others.



GRADUATE STUDY

FIELD:

TYPE OF WORK GRADUATES OBTAIN:

BA:

MA:

PhD:

PERCENTAGE OF '74 GRADS SEEKING JOBS, WHO FOUND EMPLOYMENT:

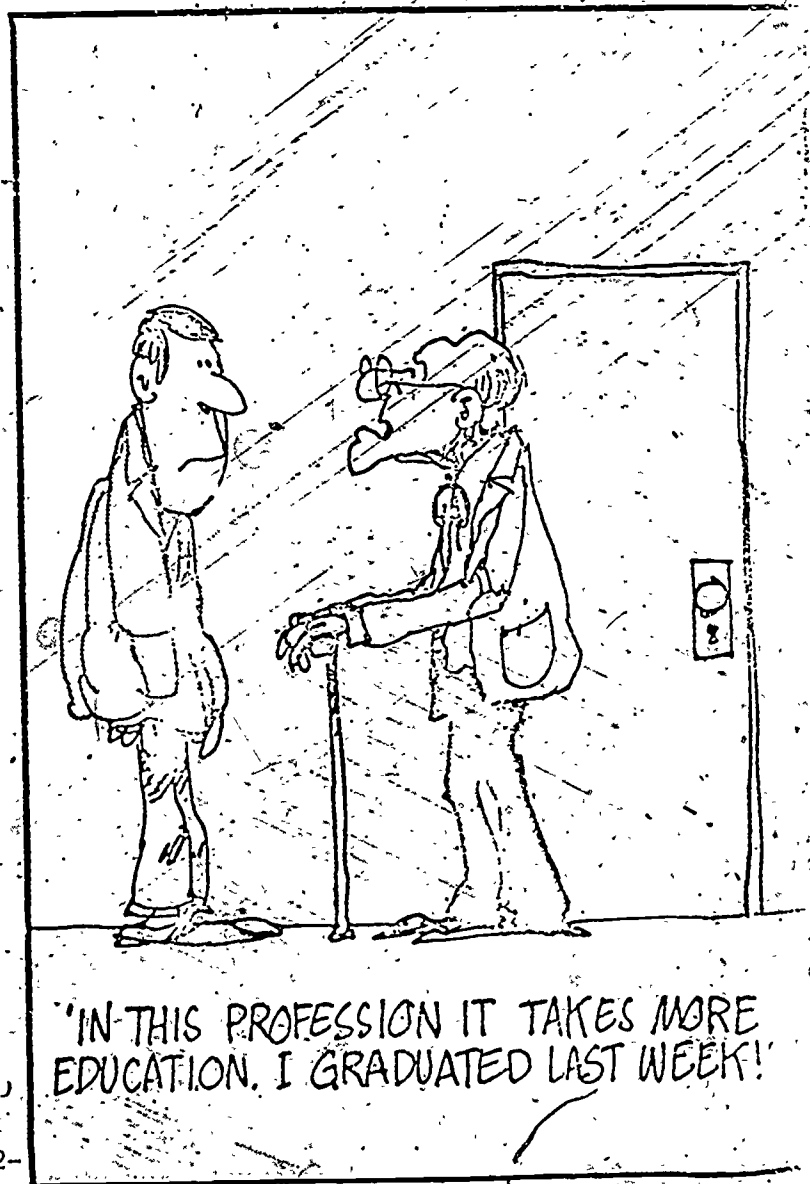
MA:

PhD:

PERSONS TALKED WITH:

READING:

REACTIONS/COMMENTS:



DECISION MAKING PARADIGM

DECISION to be made: _____

ALTERNATIVES:

1. _____
2. _____
3. _____

CONSEQUENCES of above alternatives:

1. _____
2. _____
3. _____

PROBABILITIES of achieving success

1. ____
2. ____
3. ____

PREFERENCES (rank):

1. _____
2. _____
3. _____

JOB INTERVIEW

TYPE OF WORK:

HOW CHOSEN:

VALUES/NEEDS FULFILLED:

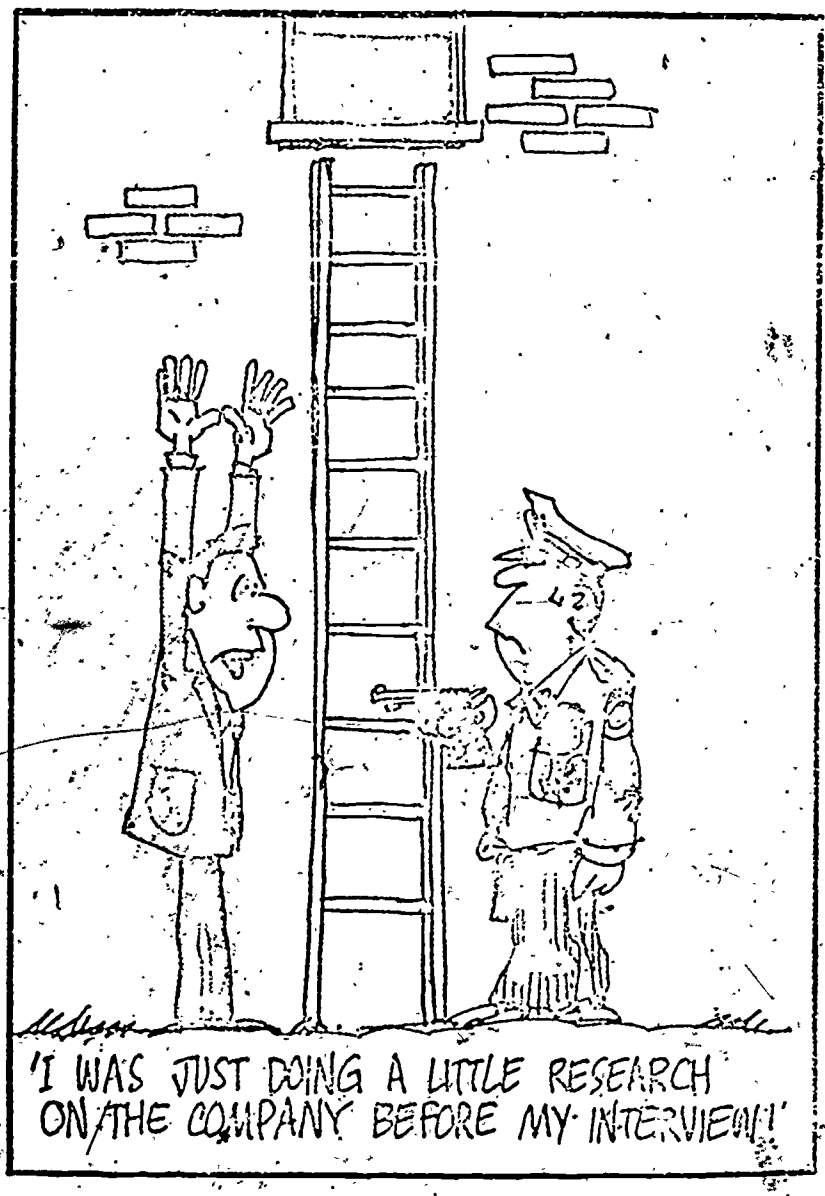
SATISFACTIONS:

DISSATISFACTIONS:

QUALIFICATIONS/REQUIREMENTS:

HOURS/PAY:

OTHER OBSERVATIONS:



Programs, Curricula, and Courses for Students with Particular Interests

In all of the above examples of academic resources, student development programs, and advising and counselling techniques, it has been our intention to show how the processes of decentralization operate at UW--MSN. It is not our intent to give many specific examples of the curriculum, except insofar as they relate to students with special needs: hence, special advising techniques and programs outside the "normal" degree pattern may be required for some students. Two, somewhat opposite extremes will be briefly mentioned here.

Science, Society & the Individual

Of paramount concern to many students at the University of Wisconsin is the fear of being whittled down to a mere number in the midst of tens of thousands of other numbers. To begin to alleviate this anxiety, *Science, Society & the Individual* was conceived during the Spring of 1969 as a series of undergraduate seminars offered for two credits each. About to begin its ninth semester, SSI continues to be a unique and valuable educational experience. Students have the opportunity to meet weekly with a recognized University faculty member, in a small group, give-and-take seminar atmosphere. The seminar leaders have volunteered their time in hopes of exploring this innovative approach to undergraduate education.

Under the general heading of *Science, Society & the Individual*, approximately 15-18 seminars are offered in topical areas which are specified entirely by the professor, and which probably is entirely different from the rest of the SSI sections. The student, in a group of no more than 18, may investigate one of the section topics for an entire semester.

Participants meet with the professor once a week for two hours throughout the semester. The basic seminar structure allows both students and faculty to communicate knowledge by becoming aware of problems

and alternatives through systematic inquiry and then committing themselves to a position through class discussion. A seminar room, a dorm staff lounge or a professor's home will be the setting for the meetings.

Each semester all sections of *Science, Society & the Individual* conduct course evaluations.

SSI continues to be a viable and engrossing educational experience for both the professors and students involved. In the words of one of the students,"...it is hard for me to believe that it is even a class, because I feel so at ease and am truly happy learning these new things about land, environment and people. When I left today I felt very warm inside to know that a class could be like that in a large university..."

Examples of seminars from the most recent semester of SSI include:

--Humankind Itself

--Women in Politics

--Into Poetry

--Issues in Science and Christianity

--The Impact of Biomedical Science on Society (and vice versa)

--Industrial Democracy: New Freedom and Dignity for the Worker

--The Sexual Imperative

--Discovering Beauty with a Camera

--Genetic Engineering: Prospects and Problems

--Alice in Academe: How are Women Educated?

--Herstory: The Changing Role of Women in Society

--Learning How to Watch TV

Pre-Medicine At the University of Wisconsin--Madison

A very large number of students head for medicine as a career when they arrive on campus for the first time. The summer advising program paves the way for

decisions regarding a medical career by special advising sessions just for "pre-meds". Most universities deal with the same enthusiasm for medicine in the early stages of the undergraduate years, and most have special advising programs to deal with these students. At UW--MSN, pre-med advising--and counselling--is a major part of the advising program for the College of Letters & Science and other schools which have appropriate majors leading to the fulfillment of the requirements for medical school.

The "Bible" for pre-meds at UW--MSN is an extremely honest, concise, and thorough publication called, "Pre-medicine at the University of Wisconsin--Madison". Although we recommend this publication highly to students considering medicine, it is also a must for any academic staff member on the fringes, even, of advising students interested in medicine. We reproduce an important chapter here:

Your Chances

If "Will I get in?" has not crossed some pre-med's minds at some point, the fact seems not to be recorded. This concern sets some pre-meds more or less on edge too much of the time, and nobody - advisers, faculty, medical schools, parents, and least of all pre-meds themselves - is happy with the preoccupation. The anxiety thus generated does not always even stimulate better academic work. In excess it can freeze you up.

Then how to exorcise this demon? It won't wish away, because it generates the same waiting doubts as does any deferred goal requiring unusual effort and achievement over a prolonged period. You might try, however, accepting some anxiety as inevitable, but transforming it into a more productive question: "Should I get in?"

You may have taken "getting in" as a kind of self-evident good. But for a moment we have to shift from "what I would like" to another focus, responsibility. And if ever a profession demanded the responsibility of being a good practitioner, it is medicine. Seen in this light, you have to ask yourself some searching questions: If I haven't the intellectual horsepower to do mainly B and better work in most courses, including the pre-med sciences, can I get and retain what I must to succeed as a medical student and (more important) to practice well? If I am brilliant but haven't settled down to the point where I can be consistent, course to course, semester to semester, uninteresting work to interesting, can I honestly expect suddenly to start keeping myself turned on whenever somebody else (professor or patient) requires it? There is not much room in practice to wait for inspiration; nor will the most liberal motives substitute for the right prescription.

If I am not extremely intelligent, but by constant study and by choice of the simplest courses can barely approach let us say a B average, can I stay above the ragged edge in med school, and can I survey, evaluate, and assimilate the flood of new materials needed every year just to stay abreast of the profession? We all know the person whom these questions wash right over, and who bobs up saying that the ambition to be a doctor has been the central fact of his existence since age twelve, regardless. No one can knock dedication, and some pre-meds need more. But if you are not comfortable with the answers to the above questions, your dedication may be mainly to yourself. The final concern we are talking about is with the people or research you are to serve, not with you. You should recall that in effect, these questions are the ones the medical school admissions committee will be asking when it looks at your application. Seen in this light, we think you are justified to say, "If I should get in, that is, if I have the qualifications - I probably will."

We think two other demons are worth casting out. One is the idea that a medical school simply lines up its applicants in order of overall GPA and admits everyone down to a certain fixed cutoff. The other is the idea that selection is mysterious, inexplicable, or at least inconsistent. If either were the case, one would marvel at the schools investing time, money, and talent in faculty admission committees and officers to do such mechanical jobs. This is not to say that scholarship or academic performance is not the dominant factor. But remember that no one thing in the total record, overall GPA or anything else, is sensitive enough as an indicator to be the sole basis for the committee.

To illustrate, we have asked the chairman of the University of Wisconsin Medical School Admissions Committee to characterize the selection factors and process used here. (No other school will have an exact copy, of course.)

> There will be about 40,000 applicants for the roughly 14,500 places in entering medical school classes in the United States in 1974. This ratio of 2.8 to 1 gives a much more realistic picture of the competitive situation in applying to medical school, than do the ratios of 8 or 10 to 1 that may hold for a single school. The discrepancy arises because the average applicant applies to seven schools.
>
> The Admissions Committee of the University of Wisconsin Medical School is primarily concerned with selecting from our approximately 1,100 applicants, those 159 who are most likely to complete medical school successfully, and to make good use of their medical education. Of the 1,100 applications anticipated, some 500 will be from non-residents. Preference is given to residents so that the resident should not judge his odds by the large number of applicants. The process can never be carried out without error, but it is certainly possible to do better than make merely random choices. We try to use criteria that have been shown by past research to be useful in predicting success in medical school.
>
> The most important criterion for admission is academic performance in college, taking account of the general academic standards of the college, of the difficulty of the courses taken, and of the trend of the performance. A bad freshman year may be mitigated by good work later. Scores on the Medical College Admission Test are next in importance, but we keep in mind that, although this test is useful, it is certainly not completely satisfactory. Evaluations by faculty members are always carefully examined and occasionally make a difference in our decision. Sometimes they are decisive. Recommendations from persons other than faculty members are not as useful to us. Unlike many other schools, we ask for interviews with an applicant only if some special problem arises in the evaluation of his records. We are not convinced that the brief contact of an interview adds very much to the information contained in an application. We are, of course, always happy to see applicants who wish to talk personally to one of us.

We do look for evidence of seriousness of purpose, commitment to medicine as a career, and ability to stick to business. Therefore, we may not accept an applicant who has a good academic record, and good scores on the Medical College Admission Test, but who seems to us to be very uncertain about the direction of his life. Such a person is far too likely to abandon his medical education after he starts it.

No one is denied admission because of race or sex.

Finally, it is well to point out that, although medical school is a step on the way to many different kinds of very satisfying careers, it is not the best place for everyone. There are other paths to both scientific and humanitarian achievement for which many people are better suited. The rejected medical school applicant will find that a great many of these are still open to him.

Assuming several things - i.e., that you are fairly consistent from semester to semester, that you can do B and better work in your required pre-med courses, that your work has been at a reasonably challenging level, that your MCAT scores are not disastrously low, and that your evaluations or recommendations do not make you out a villain, we can at least say this: as your average rises above a 3.20, your chances for admission to some medical school increase decidedly. As it goes below 3.20 the chances decrease decidedly. It is not honest to try to sound more definite than this. The average pre-med on the Madison campus who was accepted at the UW Medical School for 1972 had nearly a 3.5 at the end of his sophomore year, but several had GPA's below 3.00 as well.

Medical schools vary in the amount of competition for each place in the class and in the precise emphasis they give to the various admissions factors, including high marks. It is immensely easier to identify this fact than to nail down the differences. Those students who do not present high qualifications for admission should plan carefully on where to apply. In most cases the applicant only wastes his money and other people's time by applying broadly. No list of criteria exist for our nation's medical schools and, in fact, they change somewhat from year to year. At the present time, competition is extremely keen at most schools.

[Syndergaard and Tolch, 1973]

Faculty Friends

"So, I'm a Freshman--Now What?" Thus reads the title of a flyer designed by the UW--MSN Residence Halls Student Counselling Staff. Living/Learning experiences are not new to universities, and UW--MSN is not the first set-up such an experience for freshmen. However, since we are addressing ourselves here to the decentralization of resources on our campus, we would be remiss not to mention the role of the Residence Halls in the network of programs available to students.

The following passages from the flyer mentioned above will give an idea of the direction our dormitories are taking to provide human resources for student development:

> Just think, in a few short months you'll be a freshman at the University of Wisconsin-Madison. If you're like most of the incoming students, you probably can hardly wait for August to roll around. But then again, as a new student you are probably quite worried about a few things, too. Have you been asking yourself any of these questions?
>
> > How am I going to meet people? I wonder if my roommate and I will get along? How do I get to my classes? Will I ever get to know a professor really well? Will my grades be high enough to get me into grad. school? Med. school? Law school? What am I going to major in, anyway? Did my high school prepare me very well? What do they expect of me? What'll it feel like to be one of 34,000 students? And, what am I going to do with my life?
>
> These are questions that most new students ask themselves. Some will get answered during the first few weeks of school, others not until much later and after much anxiety. Frankly, this university is so large that most of the orientation and advising programs for new students are geared toward the masses of students and are therefore not able to provide for the individual. With exactly this problem in mind, we have been working on an experimental program for freshmen living within residence halls which will begin this fall. We're inviting you to participate!
>
> The Goals: The overall objective of the program is to provide the participant with the opportunity to develop and practice skills which will allow him or her to benefit more from the remaining years of undergraduate education. Each student will have the chance to assess his or her own abilities in such areas as social skills, learning skills and decision making, and through discussions with faculty and staff members, plot an individual course for continued development.
>
> The Living-Learning Unit: This "freshman development house" will be located in Mack House, part of Kronshage Hall along Lake Mendota. Two floors will house male residents, the third floor female. Separate facilities are provided on each floor, of course. All residents will be new be new students sharing the common interest of wanting to participate in this program. An upperclass or graduate student will reside in the unit as House Fellow.
>
> Among the different resource personnel who will be very much a part of this community will be professors from many different disciplines, student service staff members from Career Advising, the Counseling Center, Dean of Students Office, and Residence Halls Student Affairs Staff. Each student will

have the opportunity to come to know many of these individuals on a very personal basis. They will visit the living unit frequently and serve as advisers and friends to individual residents.

The Seminars: Once each week, for a period of about 1 1/2 hours, the residents will participate in a seminar to be held within the living unit. It is in this way that the primary objectives of the program will be achieved. The different topic areas to be covered include social skills, learning skills and decision making as it relates to choosing a major and career planning. The emphasis within the seminars will be on group members and resource persons sharing their experiences and individually identifying strengths and weaknesses for which they will plot a course for further development. Among other things, the seminars will cover the following:

In addition to the pilot freshman house described above, the following are examples of other houses already in existence or planned for the coming academic year:

"A Woman's House"

At a time when expectations about family and social roles for women are very much in question, a major function of the university community should be to help its members/students make wise decisions based on the alternatives now available.

We offer here suggestions of the ideas, issues, values, and activities which House members would probably choose to explore together. Although the wording could suggest a feminist inclination, that is not our intent. Rather, we felt that gender would be the least common denomination of all those involved and thus would provide a starting point, if not a focus, for learning together...

The three broad areas of focus would be:

How Society and Culture Affect Us

Here our concern would be to examine what the traditional images of women in art, literature, or politics have been, and how they continue to affect us today. Some possible topics would be: "Women in the Mass Media" or "Women in the Religious World" as well as "The Legal Status of Women". An historical approach could be used with emphasis upon the current and rapidly changing images and roles of women today. Such study would help us come to a better understanding of ourselves.

Life-Styles Open to Us

Here our goal would be to help House participants make wiser, more thought-out decisions about their lives and goals. Possible discussions or programs could center on the decision of whether or not to marry, the career options

open to women today and how to decide on a career if desired, whether or not to have children, the sort of education to pursue, and perhaps an examination of the kinds of relationships men and women share in this society--for example in marriage, in dating situations, in friendships, or in work situations.

Learning Together

Under this rubric would fall the types of programs House residents could undertake to improve their functioning in the modern world. Included might be programs such as assertiveness training, a course aimed at improvement of study skills, a series on the functioning of women's bodies, human sexuality, and special health concerns, training in self-defense, and possibly a course teaching wise consumerism or handling of finances.

The forms such programs might take include book review discussions, sensitivity group weekends, guest speakers, films followed with discussion, dinners with faculty members or mini-courses taught by experts. An effort would be made to integrate other residents into these programs whenever possible. In addition, the House could centralize volunteer efforts for groups such as Women's Transit Authority, counseling of other women, or work in a day-care center.

"University Seminar House"

Description: An all male, all class house intended for advanced and highly motivated undergraduates interested in a program which integrates the classroom experience and University and Community activity. Cultural, social, personal as well as academic growth are encouraged through a regular series of small group seminars, dinners, excursions, and social functions.

Objectives: A fusion of the classroom experience with a program designed to augment and intensify this experience. The program will take above average students in the sciences, arts, humanities, and letters who are outgoing and inquisitive and eager to share their skills, knowledge and experiences with a relatively small living group

Implementation: The program will include weekly roundtable "seminars" featuring university professors, officials, research personnel, and the students themselves. Topics will range from social to purely academic questions and problems in which the University is (or should be) actively involved. Examples: The Changing Economy, The Future of the University, The University and Health Care Delivery, Wisconsin and Agriculture, The History of the UW/Madison. Other sessions will be devoted to social issues, personal development, study skills and resources. The house will encourage, in addition, sports, social, and cultural activities.

Results: At the end of the year the students should have a better idea and broad perspective of the University, the Community surrounding, and their multifaceted endeavors. Residents should have gained an insight into the University as a viable organism of activity and inquiry, and the important role they play in this process. They should share the benefit of having spent a year with others who share a similar outlook, and should have profited from the availability of resources and programming designed to encourage academic, social, and personal development.

"Desiderata"

"Desiderata" is the title of the program because the program involves both things needed -- a more unified process of human development, a more personalized educational experience, an alternative living-learning environment -- and things wanted -- an informal living atmosphere, interactions conducive to the formation of strong interpersonal bonds, development in extra-academic ways.

In a time of rapid change -- forced change caused by a fantastic technical revelation -- man and his institutions are slow to change. The reaction is seen most clearly on the college campus because "that's where it's happening, baby." Because that's where young people increasingly happen to be. Because these same young people are in a "middle world" between the fantasy of childhood and the reality of adult responsibility. Because American education is part of what they often see as a threatening, fake, dehumanizing culture.

If we are going to serve the needs of today's student, both society and education will have to change. But, although we live in the midst of rapid technological change, our social institutions (such as universities) respond to change very slowly.

And so change is blocked. Students see the blocks, the need for change and become withdrawn or hostile -- are labeled "alienated" or "trouble-makers."

It's a pretty bleak picture. Alienation and hostility brought on by tremendous technological change, impersonal lonliness, pressure to conform and succeed, charging value conflicts; an obvious need for change, but blocks in the form of the Protestant ethic, our desires to see our experiences repeated in the young, our intellectualized formal education, our rejection of creativity, and our fear that some change will lead to increased demands, slow this change.

Yet, slowly, there emerges the very forces which held hope for man and for education: flexibility and self-identity.

In the confusion and change it is not the new generation that is crumbling. It is the absolutes, the attempts to achieve certainty, the traditional ways of doing things that are failing. These have always failed and are tumbling faster than ever today. Today no person who remains rigid can remain "adjusted." He or she will continually be subjected to mounting tension.

A more flexible identity is being formed. It must be flexible to endure in our time. The roots we used to cling to have not been lost, but are being outgrown and a new identity, one which is more adaptable to change, is being created.

Thus, change is forcing the development of a more flexible self-identity. "Desiderata," by unifying the process of human development, will aid the individual in his general process of growth and in the more specific formation of a flexible, healthy self-identity.

"Hi! This is Linda G."

This is what you would hear if you called the DIAL System and asked what a "Campus Assistance Center" is. The tapescript follows:

Hi; this is Linda G., a member of the Campus Assistance Center student staff. The Campus Assistance Center is an office manned by students which provides all types of information about the University and community of Madison. People phone in their questions at 263-2400 or stop at the Center at 420 North Lake Street.

We answer questions about University rules and procedures, offices, and campus and community events. We can refer you to agencies providing such services as legal aid, psychiatric help, V.D. and abortion services and counseling.

Our up-to-date files of campus and community services and activities keep us informed about what is happening on campus and in the city of Madison.

If we can't answer your questions immediately, we'll research the problem and call you back.

We have a good collection of brochures, maps, bus schedules and other handouts which can be picked up at our office.

The Center also maintains current information on drugs. Our staff is trained to answer drug questions and makes referrals when requested. We have a drug library open to the public. You can get drug information by stopping at the office or calling 263-1737. That's 263-1737.

The Campus Assistance Center also keeps housing information on hand. Students, faculty, staff and others can stop at our office to check through our lists of housing vacancies. We keep current lists of rooms, houses, apartments, short term housing, and houses and mobile homes for sale.

Funded by the University, the Campus Assistance Center offers its callers and visitors friendly help in an informal way. We try to be impartial about all information we give out. We guarantee strict confidentiality to all who use our services.

The Campus Assistance Center is open from 9-9 weekdays, noon-8 p.m. Saturdays and noon to 4 p.m. Sundays. The Center is open during the summer but is closed during other vacation periods. If the Center is closed when you call, you can leave a recorded message and we will call you back the next day.

The Campus Assistance Center is located at 420 North Lake Street next to the UW-Extension Building. Our phone number is 263-2400. That's 263-2400.

Bring your questions to us. We've got the answers.

The Campus Assistance Center

THE CAMPUS INFORMATION CRISIS

There seems to be little disagreement among college administrators that the growth of colleges and universities into huge organizations has been accompanied by an urgent need for more and better communication. Indeed, poor communications between the various elements of the university community is often blamed for much of the conflict that raged on college campuses for the better part of the last decade. Although this would tend to oversimplify a complex problem, there was and continues to be ample evidence to show that disseminating information on such things as college requirements, campus services and recreational and educational opportunities has been left largely to chance. "In every sphere of modern life, the chronic condition is a surfeit of information, poorly integrated or lost somewhere in the system." (Wilensky 1968)

Students reflecting on this situation recognize that services are differentiated and, at times, uncoordinated. Some students view this state of affairs as affecting fragmentation of themselves as persons. "The system" seems large, unresponsive, unconcerned and incomprehensible as a totality. The institution is highly complex and the burden is on the individual (in most cases) to take the initiative in seeking out the help or the information that he needs.

Most people seek out direction from someone who, presumably, "knows the ropes." The guide may be a residence halls assistant, faculty advisor, friend, teaching assistant, professor, minister, parent, secretary, and so forth. These individuals fulfill a critically important role in the helping process. There may, however, be difficulties at this stage. The individual may have to wait until the next available office hour to see someone. With such a large student population this may take days or weeks. In addition, the complexity of the University is such that it is virtually impossible for one person to be thoroughly familiar with all facets of the institution. The result may be partial information, out-of-date information, or incorrect information. To the extent that this happens, the affected student may experience anxiety, frustration, and discouragement.

INSTITUTIONAL RESPONSE

At the University of Wisconsin, the Campus Assistance Center is striving to provide near instantaneous information, advice when appropriate, and if necessary, referral to other campus agencies for students and to some extent faculty, parents, staff and other segments of the University community.

The CAC maintains information on all aspects of university life. The service attempts to have in one location all useful written statements on topics such as academic rules and regulations, conduct rules and regulations, curricular information, draft information, drug information, schedule and location of university and community activities, university procedures and services. Individuals can telephone or stop by to obtain the information needed. The service provides factual information, personally presented.

The CAC also serves a referral function. An important part of the informational process is how and with whom one should pursue a matter. Staff members making referrals outline alternatives and explain procedures for making contact with the appropriate person(s) within an agency or agencies. The CAC also helps the individual understand the services provided and to form a realistic view of what he might expect when making contact.

The CAC is able to save the student many trial and error steps, many visits to secretaries and offices and the feeling of being hustled from here to there. The individual has the sense that there is someone who is directly concerned with his problems and who is willing to help him seek direction in gaining help to solve these problems. This makes remarkably easy the first step of beginning to cope with one's difficulties. Staff members will research questions they cannot answer from immediately available resources.

The CAC does not duplicate existing services on the campus. The CAC does help people to prepare to use helping services more effectively. The work of other agencies on the campus is facilitated to the extent that they do not receive contacts which are inappropriate for the purpose of their agency and which they must either deal with in some fashion or, more likely, refer.

THE WISCONSIN MODEL

The Campus Assistance Center has been open since October of 1970. Of prime importance is the location of the Center. As originally conceived, the Center anticipated people coming in as well as telephoning. Given that, we were trying to combat the negative effect of the institutional image.

Selectivity in the choosing of staff has been minimal. Qualities of experience at the University, empathy with fellow students and willingness to do the job were looked for. We anticipated that experience would be the best training device and consequently selected workers who would be available for at least two years.

Several steps were taken to begin building information files. University offices were systematically polled as to their student service functions, names and phone numbers of advisors, description of services, etc.

The goals for the information system are twofold. One, the system should be as complete and comprehensive a resource for student-oriented information about the campus and community as possible. Secondly, the organization of the file should be so simple and logical as to facilitate immediate retrieval of information not only by experienced staff but by newcomers to the system.

The concept of the CAC provides a mechanism through which the institution can respond to both personal and institutional informational needs of students. The individual has through one easily accessible, creditable resource all of the information about the university that

he needs to deal with the institution. As a result of having this information and this help available to him, hopefully students will be better able to plan wiser courses of action and make more appropriate personal choices. The University for its part presents a more responsive image to its students.

Marginal but important accomplishments of the CAC include providing information to university staff regarding needs for new or expanded services for the Madison Campus; providing evaluative student feedback to existing services; facilitating communication between organizations offering service programs for the Madison Campus and communication between service agencies on the Campus and in the Greater Dane County area.

The Articulation Model

Decentralization of academic resources has been the theme of this comprehensive description of the many facets of student development on the campus of the UW--MSN. Student and faculty development do not happen, however, in a vacum without a cohesive force behind them. In the case of the Campus Assistance Center, for example, personnel from the campus supportive staff and students devised a model for the dissemination of information to students, for referral of student questions and needs, and, in the very broad sense, for service as a sort of ombudsman for the campus student body. This is not to say that the Center was needed in the literal sense of that word: to receive and arbitrate complaints against the institution. That would be entirely misleading. However, in the early stages of its development, some articulation or liaison was needed between the vast resources of the institution and the individual needs of students. The Campus Assistance Center was instrumental in providing that link.

The training of academic staff members has often been done by experience on the job. In the case of dean's office personnel, previous job experience is usually a requirement for hiring, but, as in other institutions, the particular character and flavor of academic advising on the UW--MSN campus have served to strengthen and broaden the personal resources with which trained personnel continue to do their jobs.

In the case of faculty training and development, we have already pointed out that the Student Development Programs, and even the Career Advising and Placement Office have served the function of a dual role: that of practitioner on the one hand and client on the other. We are training our faculty to provide resources which heretofore were the province of specialists in the various areas of advising and counselling. And, finally, departments have seen the need to establish special departmental advisors to complement the existing advising structures, and to add to the network of available and accessible human resources across the campus.

In every case of institutional introspection, program development, and cooperative ventures for student development, a method of communication of mutual objectives and an understanding of common student needs was foremost in the minds of our faculty and staff. One could call this an articulation model. For, to ensure that all students are being served by a variety of academic personnel, each program needs to be closely linked to all others. That closeness is what characterizes the close blend of purpose which is what students feel on our campus. Even the faculty and staff, who have been involved in the process of student needs and development over as many as twenty years--the staff of the Summer Advising Program, for example--attest to the campus-wide commitment to student advising.

Curriculum Liaison

The on-campus needs of students are handled by a diverse group of persons, geographically separate and philosophically distinct by virtue of their specific responsibilities and orientations. In such a setting, which is not uncharacteristic of a university of this size, there is a need for a common bond; and that need focuses, as it should, on the curriculum itself. Not everything which goes into a curriculum is based on parochical needs or institutional autonomy. Our faculty and staff have strongly felt the need for a broader base on which to construct various programs concerning students and their needs. This is not to

say that the faculty prerogative to determine the curriculum has been pre-empted. On the contrary, the faculty maintains a consistent control over the curriculum and its implementation. However, this control, in light of changing publics and new student needs, has developed in tandem with specialists in curriculum articulation and instructional methodology.

School/College Curriculum and Faculty Liaison

In 1971 the University of Wisconsin--Madison hired a curriculum liaison specialist. The mandate to this person was to provide articulation between the UW--Madison faculty and State high school teachers; between prospective students and the University; and between the University and State agencies. Originally three curricular areas were included: English, foreign languages, and mathematics.

The uniqueness of this position and the development it has taken in the intervening time are clearly in the breadth the position demands, and in the foresight the University had in planning for increasing discontinuity between secondary schools and colleges--recently attacked by the Carnegie Commission on Higher Education. In Wisconsin, the problem is compounded by the recent merger of all State-supported institutions of higher education. Yet, the University of Wisconsin--Madison has taken the lead in developing a continuing program for meeting the needs of each of the seemingly disparate groups involved in teaching and learning.

Staff members concerned with curriculum liaison placed major emphasis first on the prospective student--preparing printed material innovative in its approach to telling the story of the University. On a large campus, it was felt that bulletins, brochures, and catalogs prepared for mass distribution did not meet the needs of prospective students, nor their parents and counselors. A special publication aimed at students--readable and "relevant"--was written and distributed throughout the state to explain in 1970s terms all those academic programs for undergraduates (on a large, graduate and research-oriented campus) which are unique, new, or

innovative. Facts as simple as what majors exist, in alphabetical order, and what kinds of jobs students might consider with a given major were presented in simple terms.

A second objective was to instill in the faculty a sense for the needs of the constituencies whom they serve and with whom they work. The focus is on serving student learning needs: the general student who is experiencing a changing teaching-learning pattern different from high school, and the student with a disadvantaged educational background. In the various curricular areas--broadened to include the basic sciences and the social sciences--meetings have been held with "user departments" to help faculty members understand the place of the basic curriculum in their departments as viewed by other departments; students with educationally disadvantaged backgrounds have met with professors in candid explorations of the realities of the problems they face. Professional staff members have attempted to bring together diverging needs, philosophies, and opinions among the faculty in an attempt to understand what role undergraduate instruction plays in a large university. Plans for the future included sessions on sensitization of the faculty to the needs of undergraduates, a clearer introduction to the instructional resources available to the faculty, and eventually, faculty orientation on a regular basis.

The primary objective of curriculum liaison has been the outreach effort: Bringing together UW--Madison faculty members and State teachers in ways designed to promote communication. On the most superficial level, simple, candid communication about the curriculum for undergraduates on this campus has been communicated to State teachers in regular newsletters. On-campus conferences in curricular areas have been held, and more are being planned. Cooperation between faculty members in the different units of the University System has been instigated and encouraged by UW--Madison faculty and administrative personnel. The State Department of Public

Instruction has provided assistance in understanding and reaching State teachers in curricular areas. Curriculum Liaison personnel have attended virtually every professional meeting open to State teachers in Wisconsin with the objective of meeting them on their own turf. Visibility, regionally and nationally, has become another important goal. The ongoing process of articulation between this University, State high schools, and sister campuses has by no means ended. At this time, objectives for the future are being established and plans for new ways of communicating and bringing teachers, principals, school boards, and communities into touch with UW--Madison are being proposed.

Among the projects already in the implementation or planning stages are:

(1) presentations to the State Principals and Administrators;
(2) communication of student performance patterns and enrollment statistics to high school curriculum supervisors and departmental chairmen;
(3) cooperative sponsorship of on-campus academic symposia with Title III ESEA (federally-funded) high schools in Wisconsin:
(4) scholarship assistance based on merit for those students who demonstrate superior ability in specific academic areas;
(5) summer workshops for teachers and counselors in areas related to the changing needs and curriculum for undergraduates;
(6) cooperation with the schools on matters such as early entry and high school credit for work carried in college;
(7) construction of campaigns to educate and sensitize parents, community groups, and State agencies to the importance of the UW--Madison as a resource for all the State;
(8) exchange teaching between high school teachers and UW--Madison faculty in the "skill" areas;
(9) "hot-line" communications between secondary school principals and administrators and UW--Madison faculty for problem-solving and advice;
(10) preparation of publications on faculty research interests and texts currently in use in the "skill" courses for the information of high school colleagues;
(11) and more involvement in the process of articulation by undergraduates who are being trained to teach and counsel in the secondary schools: teacher and counselor training revision and emphasis on the needs of the 70s.

The University of Wisconsin--Madison believes that this, new multidimensional program will eventually solve many of the problems which face the large university as it tries to relate to the needs of its own students and colleagues. A Student/Faculty University--High School Curriculum Liaison Committee has been established to advise the curriculum liaison specialist; the campus administration is committed

to the concept of curriculum and faculty liaison and has lent its support and personnel; and the Office of Undergraduate Orientation (formerly High School Relations) has been indispensable in offering its expertise and contacts throughout the State to the end of providing understanding and communication between the University faculty, its students and administration, and the people of the State of Wisconsin.

[Bosworth and Mathews, 1973]

Choices: A Consumer Approach

In the process of articulation between schools and colleges of the University, and in the liaison between the University and agencies and publics outside the campus, it has become clear that what once appeared as two distinct needs--the first to support students once they are enrolled, and the second to provide adequate information for students, pre-college advisors, and staff--is now a more interrelated, single objective. Among the projects currently being studied and, some in the early stages of implementation are the following:

1. Evaluation of publication content and distribution.

   For over a year, a special committee has been meeting with interested faculty members, academic advisors and members of the campus administration to review the form, distribution and substance of campus publications, e.g., the school/college Bulletins and others. Review of campus publications for on-campus use, off-campus use, and for the needs of different publics at specific times for specific purposes, is especially important as attempts are made to revise the publications to respond to new information needs.

   Several subcommittees were appointed, one of which was to determine the nature and extent of the use of school/college bulletins by off-campus publics; to determine those aspects of the bulletins that were deemed useful and important for off-campus users; and to make recommendations on how off-campus users could better and more efficiently be served through University publications. The report of this subcommittee has been submitted.

A report reflecting the information needs of prospective students, currently enrolled undergraduates, the teaching faculty, and academic advisors is now being compiled.

2. Revision of high school feedback report.

This report is in the process of redesign. It was originally intended to have descriptive and diagnostic value for high school administrators, curriculum coordinators, teachers and counselors. It is now apparent that the data can be formatted to provide prospective students with realistic decision-making information based on prior peer experience, and to prepare our academic advisors for the needs of subsequent entering students.

The report will yield comparative aggregate performance information of students from a particular high school with the total freshman class.

Performance in selected introductory courses in English, mathematics, foreign language, science and social science will be focused on. Further, comparative information correlating high school course performance, rank-in-class, placement tests and performance in the first related course in college will be presented. The report is designed to include annual information for each entering class as well as cumulative, longitudinal data. This approach will allow for a pattern analysis of performance and areas requiring curricular and pedagogical review.

Also, this should serve as a more reliable and valid base for students to make decisions.

3. Liaison with students and their advisors at two-year campuses.

A comprehensive academic advising exchange program between this campus and the University Center System (fourteen two-year freshmen-sophomore Centers) has been initiated this year. This programming involves students at another

important point of transition. A system for reporting the performance of transfer students from the Centers will be developed.

This descriptive information will be augmented by student perceptual surveys conducted at the Centers, and upon the students' transfer to this campus. A useful form of the information would be made available to high school students. This work is assured through a recent joint research agreement reached by the Center and campus staffs involved in institutional research.

Developmental Needs.

These efforts are solid evidence of the campus commitment and capacity for providing relevant information to prospective students and their advisors. Yet we can see gaps in our overall information program.

1. The information provided to prospective students has been selected by the university on the assumption that it is the information most relevant to prospective students.
2. The information, especially publications, focuses on the static acadmic characteristics of the university--admission requirements, courses, majors, degree requirements and the like--with little emphasis on the dynamics of being a part of the campus community; living arrangements, faculty-student interaction, academic advising, personal counselling, social climate, study demands, etc.
3. The information about the academic qualifications and performance of students has typically been provided to advisors of students rather than the students themselves on the assumption that it needed professional interpretation.
4. The information has not attempted to tap the perceptions of currently enrolled students about their experience on the campus or the perceptions of graduates about their evaluation of their experience although students have been surveyed about the information available to them when they applied.

5. The information has not addressed the informational needs of parents and we know parents are often influential in college choice.

6. The information has been addressed primarily to prospective freshmen while prospective transfer students have been somewhat neglected.

[Wilcox, 1975]

The "Decenter": In Conclusion

It should be clear from reading the above pages that the UW--MSN--at once by necessity, at once by design--is a decentralized campus. Are there disadvantages to being so disparate and decentralized? Of course; but the productive, integrated vehicles for meeting student needs in the areas of academic advising, counselling, and development are in constant contact. It is the people themselves, including the students, who make this kind of system work. And, having separate, distinct mini-centers whose functions are different or specialized makes it even more possible to exchange ideas and to plan for cooperative programs for students. By decentralization and "forced" cooperation, the faculty and staff tend to become less myopic; they tend to see the needs of a large, diverse, and complex campus in a broader context; and they tend to work all the harder to make every idea count, sharing each with their colleagues and with students.

Just as the pre-business student is advised by a "business advisor," so is he or she counselled by faculty in engineering, agriculture, or the liberal arts, and so is he or she assisted by a Campus Assistance Center, pointing out directions--even literal directions--to the many available and valuable resources of the campus. To return to one program to which we have referred several times, the Summer Advising Program is likened to a "family" of persons who come together from all parts of the campus (we even have a high school counsellor serving on our Summer Advising Staff!) to meet the common objective of a decentralized campus: the needs of students. It is our conviction that the starting point of a student's

career is, perhaps, the best place to set the stage for a university community which unites its resources, rather than scattering them to individual units who rarely have the opportunity to interract on issues which affect all students. And, in the students' interests, isn't it really a good idea to bring things together because they are separate, rather than remain consistently together on only one single track?

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